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ABSTRACT

To assess different methods of preparation for the General Educational Development (GED) examination in rural and urban sites, a study was designed to compare three different types of delivery systems: (1) a support program alone without educational television (ETV); (2) ETV alone; and (3) ETV plus a personal contact, supplemental training support program. Two added conditions were (4) utilization of Kentucky Educational Television/GED Skills Packets in individualization of the system and (5) a group of students attempting the GED test without any known formal preparation. The population consisted of 303 persons preparing for the GED over a three year period. Delivery systems were compared in terms of the demographic characteristics of the students involved with each, and in terms of individual student academic skills gain measured by pre- and post-testing of basic skills and/or GED attainment. At the time of data analysis eighty-seven persons (28.7%) had attempted the GED and 91% were successful. Practical significance of the results of the analysis of variance of gain scores between students is that there is not much difference among the different support conditions, with or without ETV. It was concluded that ETV teaches as well as any other instructional method, that successful delivery of adult education and student achievement are dependent more on the nature of the client than upon the teaching/learning system, and that the greatest need in adult education calls for differentiation--varying procedures and response to varying needs. (Included are a literature review on previous efforts and research into uses of TV for GED preparation, description of the ETV program development, and complete data tables and analysis.) (JT)

ED154105

COMMUNITY EDUCATION COMPARATIVE GED STRATEGIES

VOLUME I

BEST COPY AVAILABLE

FINAL REPORT

of the

Appalachian Adult Education Center
Department of Adult, Counseling, and Higher Education
Morehead State University
Morehead, Kentucky

to the

U. S. Office of Education
Bureau of Adult, Vocational, and Technical Education

Grant No. OEG-0-73-5212
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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GENERAL INTRODUCTION

The Appalachian Adult Education Center herein transmits a portion of a final report, COMMUNITY EDUCATION: COMPARATIVE GED STRATEGIES, covering a scope of work for the period July 1, 1973, through June 30, 1975, conducted under the auspices of the U. S. Office of Education, Bureau of Adult, Vocational and Technical Education, Grant Award: OEG-0-73-5212, P. L. 92-230, Adult Education Act of 1966 (as amended).

The multi-project activity is reported in four distinct volumes:

VOLUME I:	COMPARATIVE GED STRATEGIES
VOLUME II:	RURAL COMMUNITY EDUCATION
VOLUNE III:	KET/GED PREPARATION SERIES, AN ADMINISTRATORS UTILIZATION HANDBOOK
VOLUME IV:	KET/GED SKILLS PACKET

Volume I, COMPARATIVE GED STRATEGIES, describes achievement of adults in their efforts to obtain certification of a high school diploma by preparing for the General Educational Development Examination (the GED). Strategies include a variety of educational delivery systems with special emphasis upon educational television.

Volume II, RURAL COMMUNITY EDUCATION, reports on developmental procedures, alternatives, and results of demonstrating community education programs in three Kentucky sites and one Ohio site.

Volume III, KET/GED PREPARATION SERIES: AN ADMINISTRATORS UTILIZATION HANDBOOK, provides systematic program planning for adult education administrators who wish to initiate an adult educational television delivery system in "open broadcast" and/or in local sites via cassettes or cable.

Volume IV, KET/GED SKILLS PACKET, is a counselor/student handbook which provides for the individualization and placement of adult students in needed instructional portions of the Kentucky Educational Television/General Educational Development Preparation Series broadcast and related Study Guides. The system has been based upon content analysis of the 34 broadcast segments and Study Guides linked with an item analysis of several major adult education assessment instruments currently used in diagnosing learning needs.

Credits

The Kentucky Authority for Educational Television (KET) is to be commended for visionary staff and capacities for management, planning, and production. The KET/GED Preparation Series is a work of art which teaches. The series is, in the opinion of this writer, superior among existing adult education television productions and a milestone for future generation productions.

The Appalachian Regional Commission (ARC), the agency which provided initial funding of a feasibility study and following a history of developmental service to the Appalachian region, is to be congratulated for its investment in human resources development.

The Commonwealth of Kentucky, Unit of Adult Education, under the direction of Mr. Ted Cook from the outset of discussions supported the conceptual development and in the initial broadcast and AAEC study provided the resources of the state adult education program without which the study could not have been accomplished.

The U. S. Office of Education, Bureau of Adult Vocational and Technical Education, provided direct grant awards to conduct the study in their continuing effort to improve the national adult education programs.

The Governor of the Commonwealth of Kentucky who funded the production of the series through the Kentucky Authority for Educational Television.

The list of credits could be virtually endless since literally hundreds of individuals and groups in Kentucky and from across the United States were involved in the activity.

The Appalachian Adult Education Center (AAEC) was in a unique position to carry out the scope of work. The Center maintained multiple grant awards from numerous agencies: The National Right to Read Effort, the Office of Libraries and Learning Resources, the Bureau of Adult, Vocational, and Technical Education, and local community education programs. Confidence and credibility of the Center among these and other agencies, most especially the state adult education program, enabled the Center to propose and mount a project which might, otherwise, have been impossible.

A special credit must be afforded to the AAEC graduate assistants who aided the staff in making personal contact with potential adult clients. Carefully trained, appropriately respectful, and poised with clients, graduate assistants were able to obtain both pre- and post-tests critical to the study and analysis of the data. A second group of graduate assistants accepted the challenge of an analysis of materials--both broadcast and software--and keying materials to major adult testing instruments in item analysis thus allowing for the individualization and prescription of instruction in the system--a major contribution to the study and to national utilization of the KET/GED Series.

The University of Kentucky Computing Center, Bruce Rinehart, provided the computer language and the computer analysis of the data.

President Adron Doran, Morehead State University, the University administration, and the Business Department provided encouragement to the AAEC and all the support, facilities, and equipment necessary to carry out the scope of work.

Dr. Steve Taylor, Associate Professor, Adult, Counseling, and Higher Education, provided VIR training for all AAEC staff and graduate assistants in preparation for client interview and testing.

All cooperating sites listed on page 56 including AAEC demonstration sites were meticulous in collecting and providing necessary data from recruited clients.

Three sites voluntarily served as field test centers in an unanticipated condition of the study related to individualization of production and software segments of the KET/GED series. The sites were:

1. Rochambeau Adult Education Center, White Plains, New York, Mr. Elliot Lethbridge
2. Bergen Community College, Adult Learning Center, Hackensack, New Jersey, Mr. Walter C. Hecht
3. Louisville and Fayette County Learning Centers in Kentucky

Special recognition is given to the following people who assisted in the compiling of this report:

Charles J. Bailey, Training Specialist

Bill Wiglesworth, Research Assistant

Mark Schmutzler, Graduate Assistant

Appalachian Adult Education Center
Community Education: Comparative GED Strategies

EXECUTIVE SUMMARY: KET/GED PREPARATION SERIES UTILIZATION

During the period, July 1973 through June 1975, the Appalachian Adult Education Center, Morehead State University, studied the achievement of adults in their efforts to obtain certification of a high school diploma by preparing for the General Educational Development Examination (the GED). Strategies included a variety of teaching/learning conditions. One strategy, a second phase, introduced educational television as the core curriculum. The Kentucky Educational Television/GED Preparation Series on open broadcast was supported within each of the teaching/learning conditions. This second phase also included a large group of people who would not or could not participate in any of the formal support systems and who chose to work at home, alone with the KET/GED Series.

The following statements (1) generalize the findings and conclusions related to the Comparative GED Strategies Study, and (2) present the findings and conclusions related to the support and utilization of the KET/GED Preparation Series.

GENERAL CONCLUSIONS

No single teaching/learning condition appears to be more effective or efficient than another. Successful delivery of adult education and student achievement are dependent more upon the nature of the client than upon the teaching/learning system. The greatest need in adult education calls for DIFFERENTIATION, varying treatment and procedures in response to varying needs.

Needed program differentiation and accommodation can be illustrated with the recognition that:

1. The further the client is from mastery, e.g., the GED, the greater the need for INDIVIDUALIZATION in recruitment, in counseling, in diagnosis, in placement, and in instruction.
2. The greater the degree of client disadvantagement the greater the need for support services, such as child care services and transportation.
3. The greater the degree of social, physical, psychological, and economic isolation the greater the need for individualization, multiple materials, and alternative delivery systems in alternative places, e.g., in the home.
4. One program cannot serve all the student needs but must rely upon the support of other agencies and institutions. There must be interagency collaboration.
5. Program time must be flexible to meet variable client time.
6. Varying staff may be necessary to fit different clients.

There are many factors like those listed above which were seen to compound the problem of learning, the problem of delivery and all were inextricably linked, one abetting the other. However, the majority of the population believes in education, wants to learn, and will learn given the right conditions. (A relatively small segment of the population are far from mastery and do not believe in education. They cannot or will not participate. Educational programs must be delivered to them where they are with sensitivity by persons with special credibility.)

Since adults differ in achievement levels, in life experiences, in cognitive styles of learning, in physical and social isolation, in available time, and in rates of learning, adult education programs must be prepared to differentiate every component to fit the student. ADULT EDUCATIONAL TELEVISION is one of the potential program alternatives to be comsidered.

SUPPORT AND UTILIZATION OF THE KET/GED PREPARATION SERIES

The AAEC study of the utilization of the KET/GED Preparation Series reveals conclusively that adult educational television teaches. It works. The KET/GED Preparation Series teaches as effectively as any other method or mode of instruction. Based upon student viewing logs, teacher interviews, and expert opinion, the KET/GED production contains all the basic ingredients for instruction. It is a high quality series that brings life, action, and relevance to content; it repeats in new forms, emphasizes, motivates and creates favorable new conditions for learning; it has been designed for interactive use by adult students, facilitated by means of student study guides corresponding with subject areas covered by the broadcast; and it has been individualized in individually prescribed instruction placing students in knowledge needed segments of the broadcast and study guides (an AAEC demonstration system).

Although adult educational television can claim the capability of reaching into virtually every home, school, and building in America with the greatest potential of reaching the greatest number of unserved adults in their homes or wherever they are, the claim or goal is displaced by the very nature of the audience(s). The delivery, utilization, and support of the media (and the production series) must be differentiated in terms of the varying audiences: the suggested and AAEC tested alternatives are:

1. OPEN BROADCAST—alone
    a. Adult educational television is most important for a large segment of the educationally disadvantaged population, particularly those very close to mastery who are motivated but who, for many reasons, cannot or will not participate in formal adult education programs; who are home-, job-, or family-bound; who may be fearful of failure and other people; or who are reluctant to publicly admit to not having a high

school diploma. ETV on open broadcast provides for them the only convenient opportunity to achieve. ETV may be the only practical, realistic delivery of instruction for thousands of adults in the United States.

b. The AAEC study and the KET follow-up study clearly show that for those persons close to mastery who chose to engage in ETV at home, alone and without support, even the most nominal person-to-person contact is the critical element in their successful utilization of ETV--critical to adult involvement, student retention, student perseverance, and student achievement.

2. OPEN BROADCAST—with support

Although many persons are able and willing to engage in ETV as a primary instruction/learning system and require only minimal support, there are many recruited and/or motivated by ETV who want or need direct, continuous instructional support. Necessary support will vary with achievement levels and/or the nature of the student. Those close to mastery may study ETV at home and be supported in groups in classrooms. Others may require individual attention provided by learning centers or home instruction. ETV in the home is an added incentive and curriculum piece. Additional knowledge needs and personal support are supplied in formal programs by another person(s).

AAEC support systems studied were: the traditional adult classroom, the learning center, home instruction (with paraprofessional aides), public libraries (untested), and telephone support (untested). The last two support conditions, public libraries and telephone support systems, not tested because of management/planning and operational problems, are now being tested elsewhere.

3. VIDEO TAPE RECORDING

ETV can be adapted to Video Tape Recording (VTR) and utilized within the local classroom/learning center and libraries. VTR is a highly effective added dimension to the scope of curricula materials and teaching techniques. As curricula, it might stand alone, but it can also be enriched by the multiplicity of materials available in programs. VTR systems, however, are limited to the number and receivers and subseqently in the number of students served. When teacher-dominated, as in one site observed by the AAEC, ETV in cassette form provides a neat framework for teaching/learning--a system within itself, sequenced in structure, out of which a teacher can pace instruction and learning. The teacher control of time, pace, and sequence in the utilization of VTR represents a unique advantage over the open broadcast, BUT only for those students willing to take advantage of the support.

CRITICAL PROGRAM DECISIONS

The relationship between average daily attendance formulas for the maintenance of official program units (which tend to permeate all education) and local program support of persons independently engaged in ETV--those who may require only periodic help--is the most important administrative decision to be made. Since the end goal of the education program is the achievement of the student, not the maintenance of the program (or the class), then monies invested to assure the maximum number of students achieving are appropriate. Unless local program directors recieve credit in new formulas for support of ETV students, they will continue to advance average daily attendance and the ETV client needing, at the very least, a person-to-person contact in pre/post-testing, and individually prescribed instruction will be neglected and will probably disengage from the ETV learning opportunity.

A concerted effort must be made to mobilize all of the educational and other leadership forces of the community in the support of promotion, recruitment, and ETV utilization by students. Local adult leadership trained as trainers can make the task of manpower development regularly available.

INDIVIDUALIZATION

An early analysis of the AAEC experiences during the first broadcast cycle led the Center to focus upon an unanticipated problem and to develop another component objective study condition, Phase III. Our evidence from pre-tests and experience in monitoring activities seemed to indicate: (1) that the majority of the volunteer adult students engaging in Show I were, by-in-large, very close to mastery; (2) that adult students were dropping out of the series because of boredom with content teaching previously-learned knowledge. It became increasingly apparent that both the broadcast series and the use of study guides required individualization and prescription to meet individual student instructional needs.

A KET/GED Learning Skills Packet was developed and field tested in three sites: Louisville, Kentucky; Hackensack, New Jersey; and White Plains, New York. The packet has three sections: English Grammar, Mathematics, and Reading. Each section is divided into four parts: (1) an analysis of the TABE and/or the CAT used as a diagnositc test; (2) summaries of the corresponding television programs that indicate what is in each program; (3) a glossary of the terms students need to know; and (4) an index to the corresponding study guide to help the student find areas of needed instruction. The system allows for complete and efficient individualization of needed instruction and is further complimented by a summary post-test for each of the major sections.

Students who were not achieving at levels appropriate for immediate GED preparation, set in the KET/GED series at at least the seventh grade equivalence, were encouraged to engage in adult basic education. Many, 328, become students in the AAEC Right to Read Home Instruction Programs.

DATA ANALYSIS SUMMARY

The practical significance of the results of the analysis of variance of gain scores between students who were not exposed to ETV, Condition I and students who were exposed to ETV, Condition II and III among the three support treatments is that there really is not much difference (rarely significant or more than half a grade) among the different conditions--support conditions with or without ETV.

The data indicates that ETV TEACHES. ETV TEACHES AS WELL AS ANY OTHER INSTRUCTIONAL METHOD WHEN SUPPORTED BY OR AS A PART OF ANY FORMAL TEACHING/LEARNING SYSTEM.

The findings have been further substantiated by AAEC studies of individually prescribed video tape recordings and study guide utilization of ETV productions in cassette form in learning centers and classrooms.

Teacher-dominated VTR has been demonstrated as an effective teaching/learning system especially as it provides a framework and content for the instructor.

VTR-dominated teacher support has been demonstrated as an effective teaching/learning system and acceptable for certain students particularly those who have not recently been in a person-to-person teacher/student relationship--when the VTR mode of instruction is the initial mode.

Study data has been summarized in three tables:

Table 1: Summary Demographic Information, Condition II-ETV alone and Condition III-ETV Plus Support

Table 2: Summary Pre/Post Test Results and GED Results

Table 3: GED Pass/Fail Results by ETV Treatment Conditions

TABLE 1

SUMMARY: DEMOGRAPHIC INFORMATION CONDITIONS II AND III ETV ALONE AND ETV PLUS SUPPORT

AGE

Mean	30.738
Mode	18.000
Median	28.214

Valid Cases 298 Missing Cases 5

SEX

Male	28.5%
Female	71.5%

Valid Cases 302 Missing Cases 1

RACE

White	85.7%
Black	13.6%
Other	0.8%

Valid Cases 265 Missing Cases 38

MARITAL STATUS

Single	23.3%
Married	76.7%

Valid Cases 287 Missing Cases 16

SIZE OF HOUSEHOLD

One	1.4%
Two	12.0
Three	20.5
Four	25.1
Five	21.6
Six	9.2
Seven	6.4
Eight	1.4
Nine	0.7
Ten	1.8

Mean	4.300
Mode	4.000
Median	4.141

Valid Cases 283 Missing Cases 20

LAST GRADE COMPLETED

Sixth	1.7%
Seventh	2.7%
Eighth	19.7%
Ninth	24.7%
Tenth	30.4%
Eleventh	19.4%
Twelfth	0.7%
Thirteenth	0.7%

Mean	9.438
Mode	10.000
Median	9.538

Valid Cases 299 Missing Cases 4

EXIT INFORMATION

Continuing	45.6%
GED	22.7
Job	6.5
Health	2.8
Lost Interest	10.6
Moved	4.2
Other	7.4

Valid Cases 216 Missing Cases 87

STUDY ALONE

Yes	55.9%
No	44.1

Valid Cases 93 Missing Cases 210

EMPLOYMENT STATUS

Employed	45.0%
Unemployed	16.3%
Housewife	38.7%

Valid Cases 300 Missing Cases 3

PUBLIC ASSISTANCE

Yes	13.2%
No	86.8%

Valid Cases 197 Missing Cases 106

FAMILY INCOME

Less than $4,500	11.9%
$4,500-$6,500	27.3%
More than $6,500	60.9%

Valid Cases 253 Missing Cases 50

RECRUITMENT

Radio	2.2%
Television	12.1%
Newspaper	8.8%
Person	34.8%
Flyer	15.4%
Other	26.7%

Valid Cases 273 Missing Cases 30

STUDENT GOAL

GED	88.9%
Job	10.1%
Other	1.0%

Valid Cases 298 Missing Cases 5

HELP RECEIVED FROM

Other Student	11.6
Family Member	46.5
Learning Center	9.3
ABE Night Class	30.2
Library	2.3

Valid Cases 43 Missing Cases 260

INSTRUCTIONAL HOURS

Mean	23.302
Mode	17.000
Median	16.857

ValidCases 172 Missing Cases 131

INDEPENDENT STUDY HOURS

Mean	33.176
Mode	6.000
Median	19.6000

Valid Cases 119 Missing Cases 184

TREATMENT CONDITIONS

Television Alone	41.5%
Learning Center	11.3
Television Home Instruction	11.0
Traditional Class	36.2

Valid Cases 301 Missing Cases 2

TABLE 2

SUMMARY; Pre /Post TEST RESULTS & GED RESULTS

CONDITION:		Last Grade Compl.	READING Pre-T	READING Post-T	READING GAIN	MATHEMATICS Pre-T	MATHEMATICS Post-T	MATHEMATICS GAIN	LANGUAGE Pre-T	LANGUAGE Post-T	LANGUAGE GAIN	TOTAL BATTERY Pre-T	TOTAL BATTERY Post-T	TOTAL BATTERY GAIN	GED English	GED Social Studies	GED Science	GED Literature	GED Math	GED Average GED	FAIL	PASS	%
I. NO ETV																							
Learning Center	MEDIAN N 149	9.75	9.3	9.9	.85	7.7	9.3	1.1	9.1	9.8	.6	8.7	9.6	.94							?	30	26%
Home Study	MEDIAN N 111	9.1	8.7	9.7	1.0	8.1	9.2	.9	8.4	9.4	.95	8.5	9.7	1.0							[illegible]	13	11.7%
Trad. Class	MEDIAN N 122	8.7	8.1	8.9	.63	7.3	7.8	.57	7.6	8.3	.57	7.6	8.4	.7							?	16	13.1%
Win Class	MEDIAN N 74	9.6	6.97	7.9	1.0	6.9	7.8	.8	7.6	8.4	.83	7.0	8.03	.8							?	7	9.3%
II. ETV-NO SUPPORT																					0	25	20%
Urban	MEDIAN	9.6	10.6	11.2	.59	8.6	10.7	1.4	9.7	10.5	.55	9.6	10.9	.86	48	52	52	51.7	44	50	0	19	17%
	X	9.4	10.2	11.1	.66	8.8	10.5	1.6	9.4	10.3	.71	9.5	10.7	1.1	48.3	52	52	51.3	45.8	49.6			
	X σ		1.5	1.4		1.6	1.6		1.7	1.3		1.5	1.4		4.7	4.1	4.8	4.5	5.5	2.9			
	N		113	52											13								
Rural	MEDIAN	10.2	11.3	12.0	.63	9.2	11.5	1.8	10.7	11.3	.9	10.5	11.7	1.3	47	50	48	53	40	47.6	0	6	50%
	X	9.9	11.0	12.1	.66	9.7	11.6	1.9	10.5	11.4	.98	10.5	11.98	1.2									
	σ		1.1	.6		1.1	.7		1.2	1.2		.9	.99										
	N		12	7											1								
III - ETV-SUPPORT																					8	54	35%
Learning Center	MEDIAN	9.6	9.75	11.5	.41	8.35	10.2	.53	9.6	10.86	.55	9.3	10.3	.38	49.7	48.5	53.5	49.5	48.5	51.2	0	7	21%
	X	9.4	9.67	10.8	.41	8.76	10.3	.64	9.4	10.6	.6	9.3	10.6	.54	50.3	50.7	51.2	51.2	49.2	50.2			
	σ		1.7	1.3		1.7	1.5		1.6	1.3		1.6	1.2		4	7	4.8	3.2	2.6	3.7			
	N		34	14											4								
Home Study (Urban)	MEDIAN	9.5	11.4	11.7	.3	9.6	11.3	1.85	9.35	10.1	.7	10.5	11.2	.78	46	54	51	53	47	50	2	11	37%
	X	9.5	11.6	11.7	.3	9.9	11.3	1.85	9.3	10.1	.7	10.6	11.2	.8									
	σ		.9	1.4		1.3	.6		1.4	.7		1.2	.4										
	N		6	2											1								
Home Study (Rural)	MEDIAN	9.0	10.7	11.0	.45	8.8	10.6	1.3	9.2	10.55	.58	10.1	10.75	.78	48	51.5	45.5	48.5	42.1	48			
	X	9.1	9.9	10.95	.42	8.7	10.5	1.3	9.0	10.0	.39	9.6	10.6	1.06	[illegible]	50.8	46.7	49.4	45	47.5			
	σ		1.8	1.5		1.7	1.4		1.7	1.7		1.8	1.5		8.1	6.5	8.6	[illegible]	8.1	[illegible]			
	N		27	18											10								
Trad. Class	MEDIAN	9.5	8.9	9.7	1.2	8.8	9.2	1.2	8.3	9.2	1.1	8.75	9.3	1.2	46.7	[illegible]	[illegible]	48.6	44	[illegible]	[illegible]	[illegible]	[illegible]
	X	9.5	8.7	9.9	1.2	8.9	9.4	1.3	8.4	9.3	1.06	8.7	9.6	1.24	44.9	50.7	49.7	50	43.4	47.6			
	σ		1.6	1.3		1.9	1.3		1.4	1		1.4	1.2		5.7	7.7	6.4	6.5	3.2	4.5			
	N		109	31											11								
V. "Walk-Ins"	MEDIAN N 103	9.3	10.78			9.89			10.76			10.73									?	45	43.6%

The GED

As of June 30, 1975, the AAEC data analysis deadline, EIGHTY-TWO persons (82) had attempted the GED examination. Since that date, an additional FIVE persons have taken the GED bringing the AAEC total to EIGHTY-SEVEN PERSONS (87) or 28.7 percent of the total AAEC population of 303 in ETV conditions.

SEVENTY-NINE (79) persons PASSED the test, 91 percent. EIGHT persons FAILED the test, 9 percent. The GED pass/fail of student in AAEC/ETV conditions has been summarized on the following table, Table 3. All available AAEC test data gains and GED scores have been summarized in Table 3.

TABLE 3

GED PASS/FAIL RESULTS BY ETV TREATMENT CONDITIONS

Condition	Total #	pre/post tested #	GED #	Total %	pre/post %	Passing		Failing	
						#	%	#	%
ETV-No Support	125	59	25	20%	42%	25	100%	-	-
Urban	113	52	19	17%	37%	19	100%	-	-
Rural	12	7	6	50%	86%	6	100%	-	-
ETV-Support	178	65	62	35%	95%	54	87%	8	13%
Learning Center	34	14	7	21%	50%	7	100%	-	-
Home Instruction	35	20	13	37%	65%	11	85%	2	15%
Traditional Class	109	34*(48)	42	39%	*50%	36	86%	6	14%
TOTAL	303	124*(48)	87	29%	70%	79	91%	8	9%

*48 were given the CAT and eliminated in the final data analysis.

One hundred seventy-six persons (176) were pre- and post-tested. Forty-eight (48) were post-tested with the CAT and were eliminated in the analysis. Over 50 percent of those persons pre- and post-tested have already taken the GED examination.

Exit information interviews showed that 97 persons, or nearly 50 percent, of the pre- post-tested population needed or wished to continue in the second KET/GED broadcast series prior to taking the test. Some have already attempted the test since the data analysis date. Others were counseled into additional viewing and study by the AAEC based upon post-test performance.

Still others are "ready" to take the test but have not for a variety of reasons. Some are apprehensive, some cannot afford the cost of testing, some have no transportation, some are frustrated and discouraged by needed but delayed authorizations, e.g. forms authorized one place, screening mechanisms another, and testing still another location.

In the June 30, 1975, analysis of existing data, twenty persons represented the ETV no-support, condition II, population. Sixty-two persons represented the ETV- support, Condition III, with GED examination results.

An analysis of variance was performed for all GED scores for all conditions. The reduction of the (N) numbers of students taking the GED within and between some conditions prohibits any conclusive statement of analysis related to conditions and success on the GED. Since the analysis of pre/post-tests and gains related to conditions yielded nonsignificance, one can assume that were populations taking the GED large enough an analysis of variance might yield similar nonsignificance. Existing data seems to confirm this assumption.

Most ETV programs reviewed seemed to have met with only limited success. At least one state mounted a highly successful recruitment campaign as measured by the purchase of related study guides. The results, measured by persons attempting a certification test, were dismal reporting less than two percent of the total number of committed adults. Results are generally unavailable and unreported.

From the AAEC population of 303, eighty-seven persons (87) or 28.7 percent had attempted the GED and 91 percent were successful. Although data is not available for this report, there is evidence that others of the AAEC population have since successfully taken the GED.

The results of the AAEC study are encouraging and confirm the belief that adult educational television program directors must be prepared to develop and manage a variety of differentiated support systems for different clients under differing circumstances.

Program managers planning to implement adult educational television must be prepared to answer the following questions:

1. Under what conditions and for whom is the use of television a necessary or optimum delivery system?
2. Under what circumstances is it necessary to link adult ETV to existing traditional teaching/learning systems for needed support?
3. How, under a variety of conditions, are ETV delivery systems to be planned, managed, and evaluated?

STATEMENT OF THE PROBLEM

U. S. Census figures for 1970 show 109 million adults over the age of 25. Of these, 49 million (45%) have three years of high school or less; 30 million have no high school at all; and 19 million have one to three years. It is estimated that about 33 million are literate enough to stand for tests equal to a high school senior's academic attainment.

Statistics on annual number of persons tested since 1949 show that about 1.7 million have taken high school equivalency tests. About a third of a million were tested in 1970-71. Almost 100,000 of them failed.

Prior to 1942, persons who had never attended high school or who had attended but had never completed diploma requirements were able to obtain high school "equivalency certificates" by passing an "equivalency examination" in each of the various high school subjects which were required for a diploma. Each state, of course, had its own set of examinations for its own high school curriculum.

Today, there is one set of examinations given by all states and territories in the United States which will yield the successful candidate a high school equivalency certificate. These examinations, which have gradually become the equivalency standard throughout the nation, are known as the General Educational Development (GED) Tests.

GED was born out of World War II desires to give the veteran further educational opportunities. The purpose and nature of the GED battery was to measure, as nearly as possible, the extent to which all the past educational experiences of the individual had contributed to his or her general educational development.

A GED battery consists of five subtests: Correctness and Effectiveness of Expression (Test 1), Interpretation of Reading Materials in the Social Studies, Natural Sciences, and Literature (Tests 2, 3, and 4, respectively), and a test of General Mathematical Ability (Test 5).

Individual states, according to their own policies, manage the test-taking process, including the determination of policy and procedures for earning a high school credential by passing the tests. This includes minimum age, residency, prior education, name, and format of high school credential, etc.

Each year, GED becomes bigger. The national totals broke the 100,000 mark in 1964, and 35,000 more individuals a year are applying to take the tests. More than 125 high schools and colleges are being added yearly to the list of test centers. But the realities are harsh: Only a little more than one percent of those who could, actually try to take the tests, and 30 percent of them fail.

The high school diploma, or the GED certificate of its equivalency, is the minimal educational passport to improvement of individual economic and social well-being.

One avenue of amelioration for this national problem lies in the use of television broadcasting as a means of providing the instructional preparation needed to enable individuals to prepare for and pass the GED examination.

In many fields, we have managed to combine our capacity for setting ideals with our technological capabilities and with our genius for organization. But in the field of education we have been long on ideals, short on technology, and much too rigid in organization.

While technology, i.e., instructional television broadcasting, often assist the formal system, a nonformal system placing technology at or near the core of its instructional arrangements, is needed.

Previous and current efforts to accomplish the foregoing suggestions should not be overlooked. Various groups of teachers, producers, curriculum experts and others have created materials that have been successfully applied in a number of situations. However, these successes, and even the failures, point up the importance of a viable working linkage between instructional broadcasting facilities and educational systems.

Putting technology at the core of instructional arrangements means viewing the television station as a facility for designing and systematically implementing instructional strategies whose measure of success is based on learner performance rather than content input. It requires perceiving television as facilitating the central instructional process.

In 1972 the State of Kentucky moved to develop a means for GED preparation by organizing a system of high-quality instruction using television and supportive print materials integrated with design, production, promotion, and utilization (implementation) efforts to result in a total instructional experience leading to adequate and effective GED preparation.

Subsequent sections of this study will provide detailed information about previous efforts and research into uses of television broadcasting for GED preparation; fundamental bases of instructional television utilization and support systems upon which the project was developed; a description of the project's development; results of the project's implementation; and conclusions and recommendations from this study that may be applied to future uses of television-based instructional endeavors, particularly as those uses may be focused on adult education and GED preparation.

Background

Appalachian Adult Education Center (AAEC). The Appalachian Adult Education Center is located on the campus of Morehead State University in eastern Kentucky, the heart of the Appalachian Region. The Center has served the thirteen state Appalachian region since June of 1967 in the conduct of more than 180 demonstration and development projects. It has effected significant improvement in the efficiency and quality of adult education practices throughout the nation as a result of projects, research, training of professionals, paraprofessionals, and volunteers, and the provision of technical assistance.

The credibility of the Center is substantiated by both national and international recognition received. In 1972 the Center was cited by UNESCO, receiving an honorable mention for "meritorious work in world literacy," the Mohammad Reza Pahlavi Prize.

In a national study by Teachers College, Columbia University, the AAEC was found to have the highest impact on practices in adult basic education nationally when compared with all of the demonstration projects funded under the Adult Education Act.

More recently, the AAEC was nominated and selected as one of seven U. S. adult literacy programs for presentation along with seven projects from around the world at the Multi-national Workshop for Functional and Basic Education for Adults, January 5-10, 1975.

Background, Comparative GED Strategies Study

An initial concern of the AAEC and one that has permeated all the Center work has been adult basic education--literacy education. As the Center staff observed target populations, their poverty and their plight, it came to the realization that literacy in the United States when related to most tasks—required performance and economic (employment) opportunity--had to be at least the equivalent of high school achievement.

Although the Center emphasis remains in ABE, staff have served willingly as technical assistants in developmental GED considerations. Early in 1969 and 1970 the Center worked with the Kentucky Unit of Adult Education and the Kentucky Authority for Educational Television in discussions related to ETV adult education programming. These discussions led to several KET adult education proposals. One proposal, a feasibility study of a KET/GED Preparation Series, was funded by the Appalachian Regional Commission. Representatives of the Center served on the KET Advisory Committee and continued to cooperate with KET as the series went into production supported by the Commonwealth of Kentucky.

Experiences on the advisory committee, literature searches, and informal evaluation reports concerning first and second generation adult education television combined with AAEC demonstration projects improving practices in adult basic education led the AAEC to the conclusion that unless a variety of instructional support systems were designed and managed directly related to the adult educational television broadcast only limited success could be expected.

Based upon these conclusions, the AAEC initiated a proposal which included a component designed to link other AAEC projects in a comparative study of GED/ETV preparation. The proposal was funded by the U. S. Office of Education, Bureau of Adult, Vocational, and Technical Education, under the auspices of the Adult Education Act of 1966 (as amended), P. L. 21-930. (See abstract, Appendix A.)

The need for the study and its findings has become increasingly apparent as more and more institutions initiate ETV, video and cassette adult education instruction utilizing existing productions. The systems developed by the AAEC should aid in strengthening management and utilization of existing and future educational television efforts for adults. The AAEC work when applied and expanded should lead to greater opportunity and achievement among adult populations of the United States.

REVIEW OF THE LITERATURE

There is little literature in the area of High School Equivalency Education Broadcasting.[1] Considerable literature does exist, however, in the broader area of broadcasting in adult education as shown in Ohliger's work for the ERIC Clearinghouse on Adult Education.[2] Most of the following items are included in his review.

Basic to a consideration of HSEE television broadcasting are the concepts implied in the terms "Educational Television," "Instructional Television," and "Public Television." The introductory note to the report by the Carnegie Commission on Educational Television attempts to establish the distinction as follows:

> The Commission has separated educational television programming into two parts: (1) instructional television, directed to students in the classroom or otherwise in the general context of formal education, and (2) what we shall call public television, which is directed at the general community.
>
> . . .Instructional television. . .calls upon the instinct to work, build, learn, and improve, and asks the viewer to take on responsiblities in return for a later reward. Public television. . .includes all that is of human interest and importance which is not at the moment appropriate or available for support by advertising, and which is not arranged for formal instruction.[3]

The phrase most relevant to HSEE broadcasting is "which is not arranged for formal instruction." C. Good's Dictionary of Education does not define "formal instruction" but may be of assistance with the definition of formal education:

1. Any training or education that is given in an orderly, logically planned, and systematic manner. Thus, formal education is said to end with school education.

2. In a derogatory sense, education that is confined to the experience of the student within the classroom itself, failing to make use of the student's varied experiences outside the classroom.[4]

Since Section 396 of the Public Broadcasting Act of 1967 clearly mandates that the Corporation provide instruction, it seems clear that it was not the intention of the Commission to be derogatory, nor to exclude order, logic, plans, and system in instruction. It would also appear that the Commission did not intend that the ennobling aspects of instructional television be excluded from public television, for to do so would rule out a significant portion of public television fare.

Another basic consideration related to the question of the degree of formal instruction appropriate for public television is:

> Is television sufficient unto itself to provide a worthwhile educational experience or is it a necessary but not sufficient part of a broader process which includes other techniques for learning?[5]

Again, it is doubtful if any of the areas of Continuing Education could accomplish their missions through a strict interpretation of television programs "sufficient" unto themselves. It may be, however, that equating education with the broadcasting of high quality programs is a straw issue. Bern[6] contends that "In this day of 'systems' thinking (based on) rational, expirical, developmental criteria for decision making about objectives, inputs, process, and outputs, it would be primitive and self-defeating to establish a prior criterion of exclusivity of inputs or process."

Wilbur Schramm speaks to this concern about combined, integrated, systems-developed media in adult education:

> One of the reasons why a high degree of integration is so important is that the effectiveness of the new media is coming more and more to be seen as dependent upon the amount of learning activity that goes on at the receiving end. . . It is not productive to think of the media as pouring content into viewers and listeners. . . The point is that, except in the rarest instances, the new media cannot be counted on to do an adequate educational job by themselves, and hardly anywhere in the world are they being asked to do this.[7]

Edwin G. Cohen states it most concisely: "For education by television to succeed. . .it is important that the actual program be reinforced by other educational experiences.[8]

In summary to this point, we can conclude from the scholarly citations above that (1) the use of public television for instruction, including HSEE broadcasting, is not only appropriate but necessary, and (2) television programs of themselves are probably not sufficent to accomplish the total instructional experience in an effective or efficient way.

In a report[9] prepared for the Advisory Council of National Organizations and the Corporation for Public Broadcasting, John Witherspoon includes a section titled "Research Review." The review of research was conducted by Dr. Monty Stanford of the Annenberg School of Communications at the University of Southern California. In that section, Dr. Stanford concludes that "the work of Chu and Schramm[10] essentially constitutes a definitive treatment of research on instructional television. . ."

Stanford's report summarizes the findings of a review of the literature of research on instructional radio and television conducted since Chu and Schramm (1967) through mid-1974. Purpose of the review was to determine whether or not the earlier comprehensive review of research compiled by Chu and Schramm was in need of extension or revision; whether any new or significant trends or conclusions have emerged since the publication of the review by Chu and Schramm.

The review was conducted by drawing upon the resources of the ERIC files as well as the literature collection of the Annenberg School of Communications at the University of Southern California. A computerized search of the ERIC files was utilized and supplemented by a manual search of recent Research In Education and Current Index to Journals of Education indexes. Manual searches of the Public Telecommunications Review (and its predecessors) and AV Communications Review and of Dissertation Abstracts International were also conducted. Stanford reports that during the course of these searches, "several recent summaries of research on instructional radio and instructional television or related media, such as films, were discovered."

Notwithstanding these "recent discoveries," Stanford reports that little has been added to either the number or precision of Chu and Schramm's generalizations. He agrees with Campeau's observation that there is an appalling lack of recent, objective data.

Significant to this study is Stanford's statement that "The most informative and numerous studies have been conducted on the use of instructional television in early childhood education."[11]

The obvious conclusion is that the work of Chu and Schramm essentially constitutes a definitive treatment of research on instructional television and radio. Refinements suggested by subsequent reviews are sparse. Therefore, the substantial reliance of this study on Chu and Schramm's conclusion that television can be an efficient tool of learning and teaching, seems well-placed.

When television is not efficient, they say, it is usually in the way it is used.

> "Evidence favors the integration of television into other instruction, simplicity rather than 'fanciness', emphasis on the basic requirements of good teaching, introduction of the medium so as to minimize resistance, and testing and revision of programs."[12]

Among the sixty propositions in six areas concerning the conditions of effective learning from television developed by Chu and Schramm from their survey of the research literature, these are some of the most pertinent to this study:

- Television is more likely to be an efficient tool of learning if it is planned and organized efficiently[13]
- Problem-solving instruction on television is more effective than lecturing where the materials taught involve the solving of a problem[14]
- Learning from television by the student does not seem necessarily to be handicapped by the lack of prompt feedback to the instructor[15]
- If a student being taught by instructional television can be given immediate knowledge of whether he has responded correctly, he will learn more[16]

- * Practice, whether by overt or covert response, will improve learning from instructional television if the practice is appropriate to the learning task, and if the practice does not constitute an interference[17]

Another aspect of review of the literature dealing with High School Equivalency Education broadcasting has to do with the programs and supportive materials comprising the instructional efforts aimed at assisting individuals in preparing for the GED examination, and the efficacy of such efforts.

In its report to the Corporation for Public Broadcasting the National Instructional Television Center put at ten the number of high school equivalency television series being broadcast by reporting stations (142 of the then 184 public television stations responded to the survey).[18]

Further examination of the survey results revealed that only one of these programs was designed for equivalency education: the videotaped course, entitled TV High School, produced in 1967 by the Manpower Education Institute of the Foundation on Automation and Employment of New York City.[19] This series has since been revised and is now in release under the title, "Your Future is Now."

Bern[20] conducted a brief telephone survey of seven users of TV High School, and reported the following comments:

1. Enrollments totaling 9,380 were reported. Allowing for one State Department of Education not surveyed, and assuming a fifty percent total underestimation error margin, Bern estimates there may have been as many as 25,000 participants.

2. Four of the users were satisfied; three were not. Spokane considered the series too long (60 half-hour programs) and produced its own series. (The Spokane series is reviewed below.) Detroit's Director of the Department of Educational Broadcasting listed a number of "reservations":

   - stiffness and formality of presentations
   - inappropriate level of text materials
   - inadequate correlation between text and program

   The director of the Chicago Area School Television Inc. (CAST) indicated a desire for "more life, more television" in the series.

   Sample lessons viewed at the National Instructional Television Center seemed to confirm this criticism. One viewer described the TV High School programs as further examples of the great talking face.

3. All survey respondents spoke in terms of the need for HSEE broadcasting in order to meet the needs of the vast numbers of persons without high school diplomas. Even those who criticized the programs planned to use them rather than to abandon serving this population.

Finally, it should be noted that HSEE programs other than those reviewed above exist.

The brief review of the literature sited above deals with broadcasting in adult education and with special reference to high school equivalency education broadcasting (HSEE).

A study of the state of the art of media and its utilization in adult education was massive in the feasiblity, preplanning, and developmental phases of the KET/GED series. The study included literature searches along many dimensions and the knowledge and insights of task force personalities representative of media, production, and adult education.

FOOTNOTES

[1] Henry A. Bern, Consultant on Instructional Systems, Bloomington, Indiana. "Trial Application of Priority Criteria" Continuing Public Education Broadcasting. A Report to the Corportation for Public Broadcasting from the National Instructional Television Center, 1969.

[2] Ohliger, John. *The Mass Media in Adult Education.* Syracuse, New York: ERIC Clearinghouse on Adult Education, 1968.

[3] *Public Television, A Program for Action.* Report of Carnegie Commission on Educational Television. New York: Bantam Books, Inc. 1967, p. 1.

[4] *Dictionary of Education.* Good, Carter, V., Ed. New York: McGraw Hill Book Company, 1945.

[5] Ohliger, op. cit., p. 5.

[6] Bern, op. cit., p. J-16.

[7] Schramm, Wilbur and others. *The New Media: Memo to Educational Planners.* Paris: UNESCO, 1967.

[8] *Adult Education and Television, A Comparative Study in Canada, Czechoslovakia, and Japan.* Groombridge, Brian, ed. London: National Institute of Adult Education, September, 1966, pp. 135-136.

[9] *State of the Art.* A Study of Current Practices and Trends in Educational Uses of Public Radio and Television. John P. Witherspoon. Washington, DC: Corporation for Public Broadcasting, August 1, 1974.

[10] Chu, Godwin C. and Wilbur Schramm. *Learning From Television: What the Research Says.* Washington: National Association of Educational Broadcasters, 1967.

[11] Witherspoon, p. III-12.

[12] Report Resume, ERIC Document Reproduction Service. Computer Microfilm International Corporation, Arlington, Virginia, 1967.

[13] Chu and Schramm, op. cit., conclusion 6, p. 19.

[14] Chu and Schramm, op. cit., conclusion 20, p. 37.

[15] Chu and Schramm, op. cit., conclusion 30, p. 49.

[16] Chu and Schramm, op. cit., conclusion 33, p. 52.

[17] Chu and Schramm, op. cit., conclusion 35, p. 56.

[18] Continuing Public Education Broadcasting. A Report to the Corporation for Public Broadcasting from the National Instructional Television Center, September, 1969, p. 24.

[19] Ibid., p. J-9.

[20] Bern, op. cit., pp. J-10-13.

COMPARATIVE GED STRATEGIES

The Appalachian Adult Education Center Comparative GED Strategies study was designed to span a two year period, July 1, 1973, through June 30, 1975, constituting two major phases.

Phase I: July 1, 1973, through June 30, 1974

The design of the study was refined. The planning and organization of operational programs to be used in the study were completed and initiated. Data collection instruments were field tested and revised. Staff involved in the study were trained. Demographic and achievement data were collected on students engaged in GED preparation in a variety of delivery systems without exposure to adult educational television.

All systems were readied for the introduction of state-wide broadcast of the new Kentucky Educational Television/GED Preparation Series henceforth referred to as KET/GED.

Phase I progress and accomplishments were reported in an interim report, June 30, 1974, including demographic and achievement data analysis which have been summarized in this final report.

Phase II: July 1, 1974, through August 30, 1975

All study components, other AAEC project sites and volunteer sites, were again prepared for operational activity and linked directly with the promotion, recruitment, and initiation of the public broadcast of the KET/GED which began September 23, 1974.

Center activities included recruiting, interviewing, testing (pre-test), monitoring, testing (post-test), and collecting and analyzing data.

GENERAL METHODOLOGY

July 1, 1973, through June 30, 1974

(See AAEC Interim and Final Report, F. Y. 1973-74.)

Site Selection and Program Development

- * Paraprofessional home instructors were identified and trained under the auspices of a National Community Based Right to Read Effort Grant Award (five sites, ten paraprofessionals, and five administrators).
- * Public library sites were identified and involved under two grant awards from the Office of Libraries and Learning Resources for training and for demonstration.
- * Community education programs were initiated and developed as a component of the proposal herein reported (three sites)
- * Data collection systems were designed and field tested. (See Appendix B.)
- * Cooperating sites, eleven , were identified and involved in initial data collection under condition I. GED preparation and no ETV. Site identification was made possible by the Kentucky State Department of Education, Adult Education Unit. Cooperative plans were developed with sites for KET/GED preparation series support and data collection systems.
- * 456 adult students were provided instruction under a variety of support conditions (without ETV) made possible through the linkages of many institutions and grant awards. Both adult basic education and GED preparation were provided.
- * AAEC technical assistance was continued in cooperation with Kentucky Educational Television in planning for utilization.
- * Instructional materials, testing materials, and field tested data collection forms were purchased and/or prepared for the study of conditions II and III.
- * Complete demographic information and pre-post TABE (Test of Adult Basic Education) were collected and analyzed for an initial 456 adult students fulfilling condition I requirements of the comparative GED strategies.

* Other AAEC activities during this period, developmental projects, studies, technical assistance, etc., have been described under other component objectives in Volume II and in F. Y. 1973-74 Interim Progress Reports

GEOGRAPHIC AREA AND POPULATION DISTRIBUTIONS

Phase I, Condition I--Support Systems (No ETV)

The AAEC canvassed the Commonwealth of Kentucky adult education programs in potential site selection for the conduct of the study and Phase I, 1973-74, data collection. Based upon observation, target population concentration, and the recommendation of the State Department of Education, Unit of Adult Education personnel, eleven cooperating sites were added to five AAEC demonstration sites, see Map I, page 43.

Phase II, Condition II, ETV-No Support
Condition III, ETV-Personal Support

Condition III population recruitment began in advance of ETV promotion activity in all AAEC and cooperating sites. As inquiries were received, contact information was passed directly to site leadership for immediate follow-up.

The AAEC, in the interest of efficiency, reviewed all inquiries and selected sites for Condition II and III where there were reasonable concentrations of persons responding or where voluntary cooperating sites existed. AAEC forays into the hinterlands were frustrating with little yield in terms of personal contact. Map 2, page 44, illustrates the distribution of (1) potential client responses, Show I, inquiries received by KET and screened by the AAEC are represented by the first number appearing in each county on Map 2, page 44; (2) the actual enrollees in Show I based upon demonstrated commitment in the purchase of Study Guides are represented by the numbers following the "/" and "#." Slash lines in counties designate those in which there were no enrollees, 32 counties.

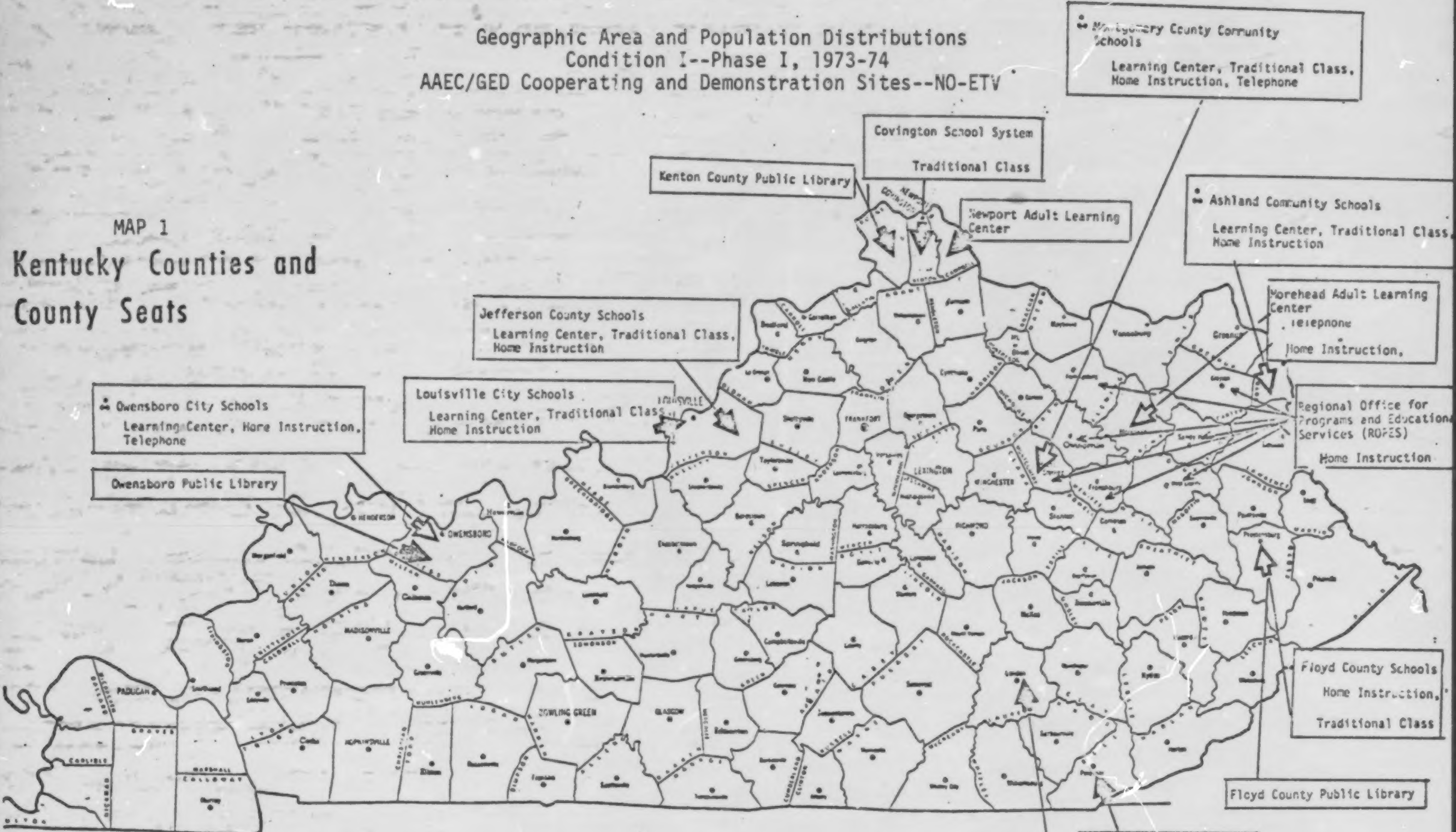
Cooperating site enrollments (valid cases) are represented on Map 3 by "#." Condition III ETV with personal support and AAEC Condition II-ETV no-support students are designated by "#" and AAEC Condition III-ETV Support demonstration sites are designated by " ⇧ ", Map 3, page

Map 4, page 46 , indicates the location of transmitters delivering the ETV state-wide. Although having the appearance of state-wide coverage for broadcast, the fact is that reception in some locales is poor or nonexistant--one does not see the mountains, the isolation from cable systems, the physical and social isolation of the rural client group, or the poverty of homes which inhibit participation in ETV for many reasons.

Map 3, page 45; Table 4, page 48; and Table 5, page 56 summarize the AAEC populations and sites.

Geographic Area and Population Distributions
Condition I--Phase I, 1973-74
AAEC/GED Cooperating and Demonstration Sites--NO-ETV

MAP 1
Kentucky Counties and County Seats


Montgomery County Community Schools
Learning Center, Traditional Class, Home Instruction, Telephone
Covington School System
Traditional Class
Kenton County Public Library
Newport Adult Learning Center
Ashland Community Schools
Learning Center, Traditional Class, Home Instruction
Morehead Adult Learning Center
Telephone
Home Instruction,
Jefferson County Schools
Learning Center, Traditional Class, Home Instruction
Louisville City Schools
Learning Center, Traditional Class, Home Instruction
Owensboro City Schools
Learning Center, Home Instruction, Telephone
Owensboro Public Library
Regional Office for Programs and Education Services (ROPES)
Home Instruction
Floyd County Schools
Home Instruction,
Traditional Class
Floyd County Public Library
Middlesboro City Schools
Traditional Class
Laurel County Schools
Traditional Class, Learning Center
LOUISVILLE
LEXINGTON
OWENSBORO
HENDERSON
MADISONVILLE
PADUCAH
BOWLING GREEN
GLASGOW
HOPKINSVILLE
FRANKFORT
WINCHESTER

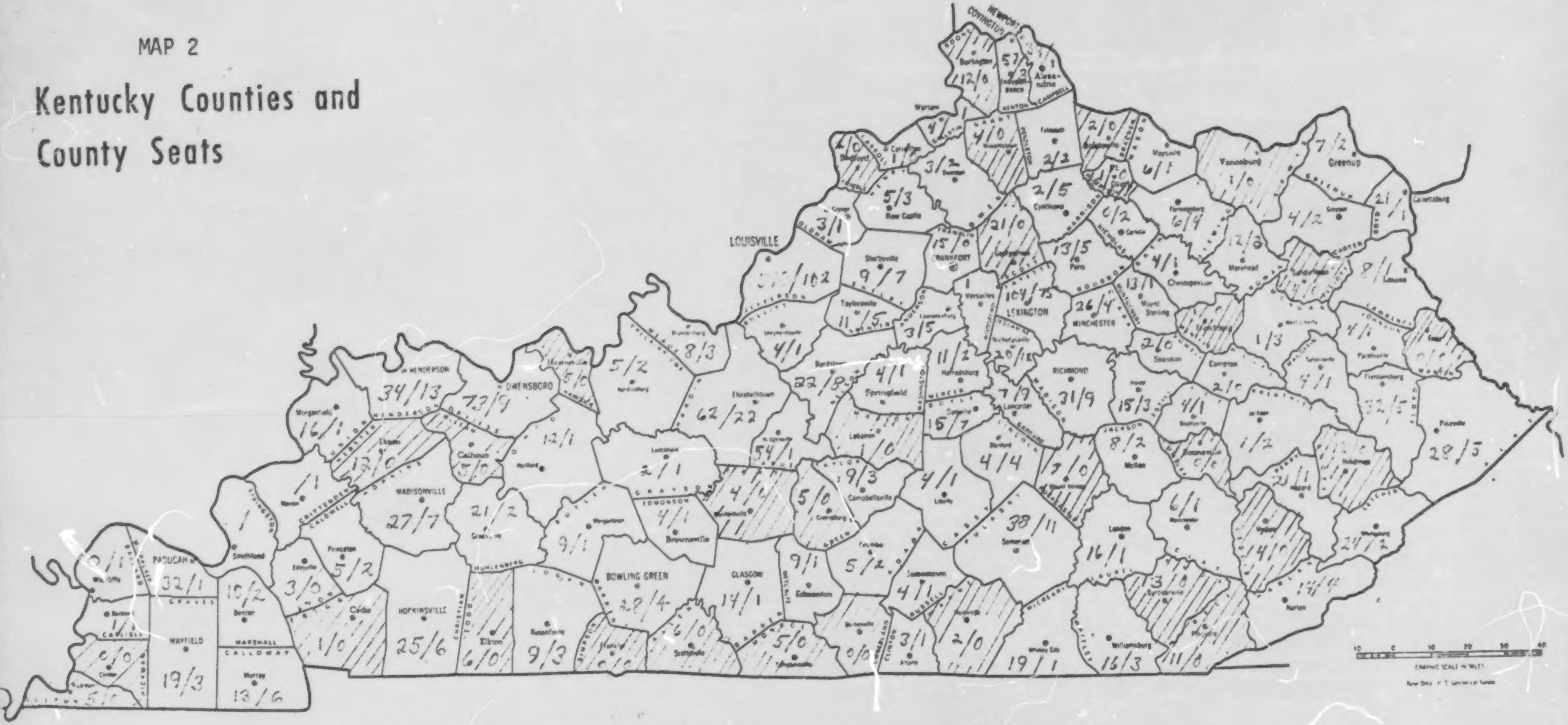
➪ AAEC Demonstration Sites, GED support, Total Population = 226
➪ AAEC Cooperating Sites, GED support, Total Population = 333

TOTAL NO-ETV PERSONAL SUPPORT 559

Geographic Area and Population Distribution
ETV Show I--GED Inquiries and KET/GED Enrollees by County

MAP 2

Kentucky Counties and County Seats



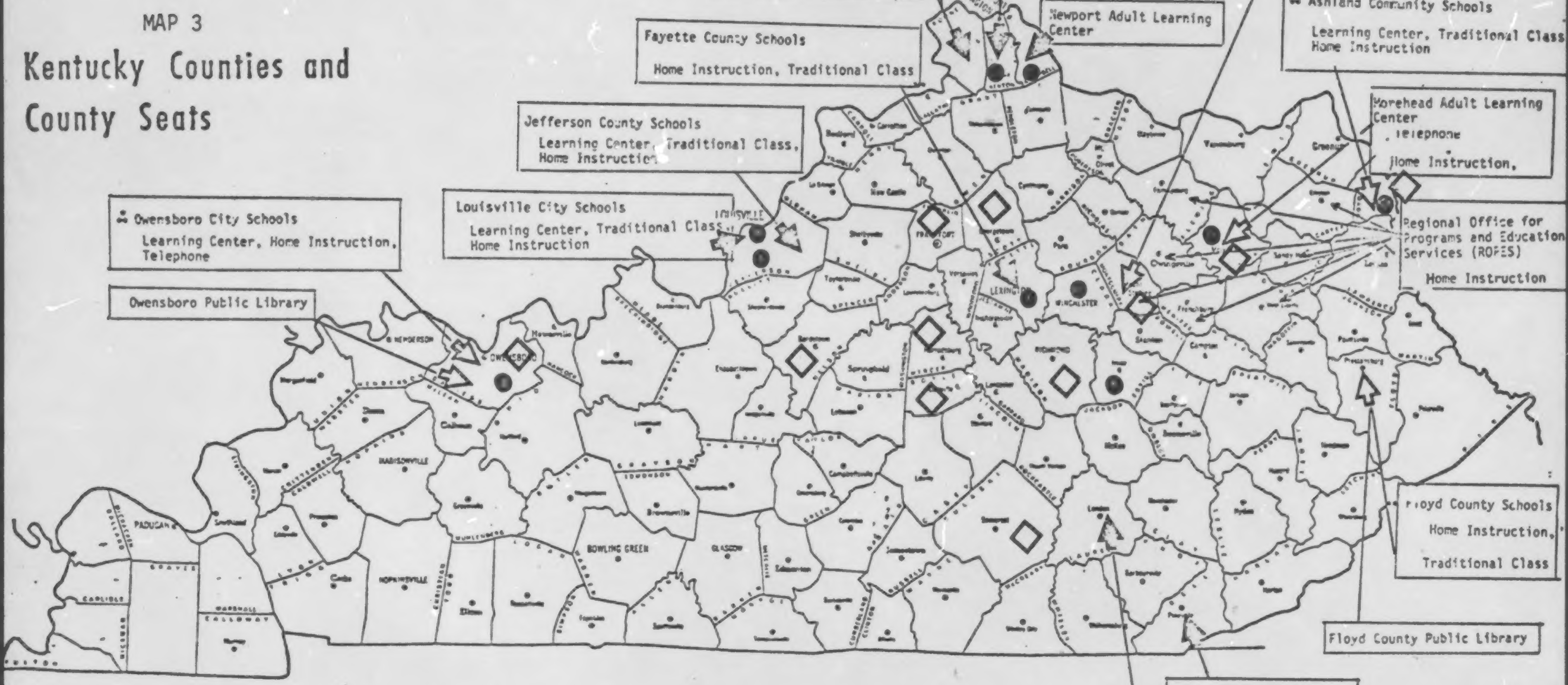
KET/GED inquiries are indicated by first numerals "#"/ = Total 2,207

KET/GED enrollees (actual) are indicated by second set of numerals /"#" = Total 545 (25%)

Geographic Area and Population Distribution
Conditions II and III--Phase II
ETV/GED AAEC Cooperating and Demonstration Sites 1974-75

MAP 3

Kentucky Counties and County Seats



Montgomery County Community Schools
Learning Center, Traditional Class, Home Instruction, Telephone

Covington School System
Traditional Class

Kenton County Public Library

Newport Adult Learning Center

Ashland Community Schools
Learning Center, Traditional Class
Home Instruction

Fayette County Schools
Home Instruction, Traditional Class

Jefferson County Schools
Learning Center, Traditional Class, Home Instruction

Morehead Adult Learning Center
, Telephone
Home Instruction,

Owensboro City Schools
Learning Center, Home Instruction, Telephone

Louisville City Schools
Learning Center, Traditional Class
Home Instruction

Regional Office for Programs and Education Services (ROPES)
Home Instruction

Owensboro Public Library

Floyd County Schools
Home Instruction,
Traditional Class

Floyd County Public Library

Middlesboro City Schools
Traditional Class

Laurel County Schools
Traditional Class, Learning Center

⇨ AAEC Demonstration Sites, ETV--Show I and Personal Support, Total = 89
➡ AAEC Cooperating Sites, ETV--Show I and Personal Support, Total = 163
● AAEC ETV-No Support Populations Total = 114
366

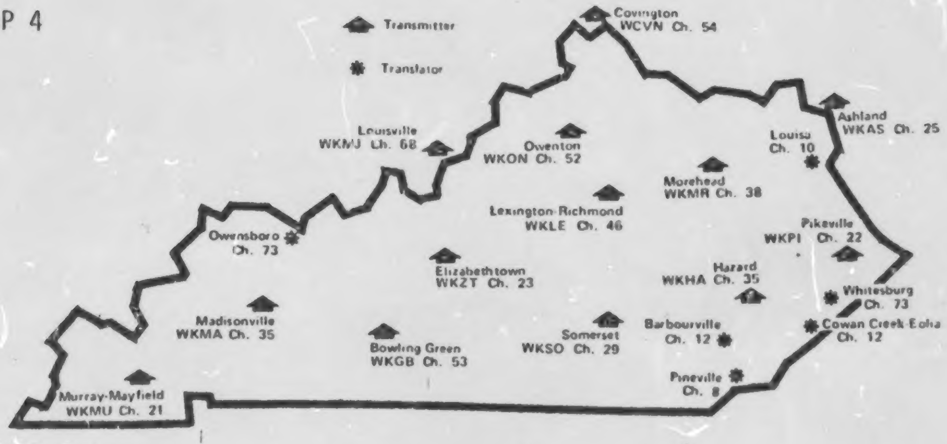
◇ Show II ETV-No Support, Rural Total = 58
Grand Total = 424

5

Geographic Area

KET TRANSMITTERS

MAP 4



Checklist

In most areas of Kentucky it is possible to receive at least one of the Kentucky Educational Network Television Stations, provided that you have a proper antenna installation and the television receiver is equipped with a UHF tuner or converter.

If you are not receiving Kentucky Educational Television satisfactorily, then ask your television serviceman the questions on the following check list:

1. Do I have a UHF antenna?
2. Is it the proper type for my area and is it high enough above ground? (i.e. Local, Distant, Fringe)
3. Is it pointed in the right direction for the station I am trying to receive?
4. Do I have or need a rotator to redirect the antenna to the proper direction for each station I wish to receive?
   Note: Two or more antennas pointed in different directions and tied directly together do not provide the best reception.
5. Do I have a good quality lead-in wire on my antenna? (Coaxial cable is far superior to 300 ohm lead-in for UHF and VHF and is recommended)
6. Do I have the proper matching transformers on my antenna and receiver?
7. Do I have the proper splitters and amplifiers to provide a good signal to all my receivers? (In cases where more than one set is connected to the antenna)
8. Is the UHF tuner in my receiver operating properly, and is the sensitivity of the receiver that which it should be?
9. Am I trying to receive the KET transmitter which provides the best signal in my area? (This information may be obtained from KET)

If the answer to all these questions is 'yes', then you should be getting good television reception.

If you are located in one of the areas served by cable and the cable does not provide a good picture, notify the cable operator in addition to having your receiver checked.

When the cable system is not providing good reception and the trouble is not corrected by the cable operator, then you should contact KET at the address listed below.

For technical information call or write KET at the following address:
Field Services Director
KET Network
600 Cooper Drive
Lexington, Ky. 40502
Phone: (606) 233-0666

Geographic Area and Population Distribution

AAEC AND KET POPULATIONS
BY NORTH/EAST/SOUTH/WEST AND CENTRAL KENTUCKY

MAP 5

Kentucky Counties and County Seats

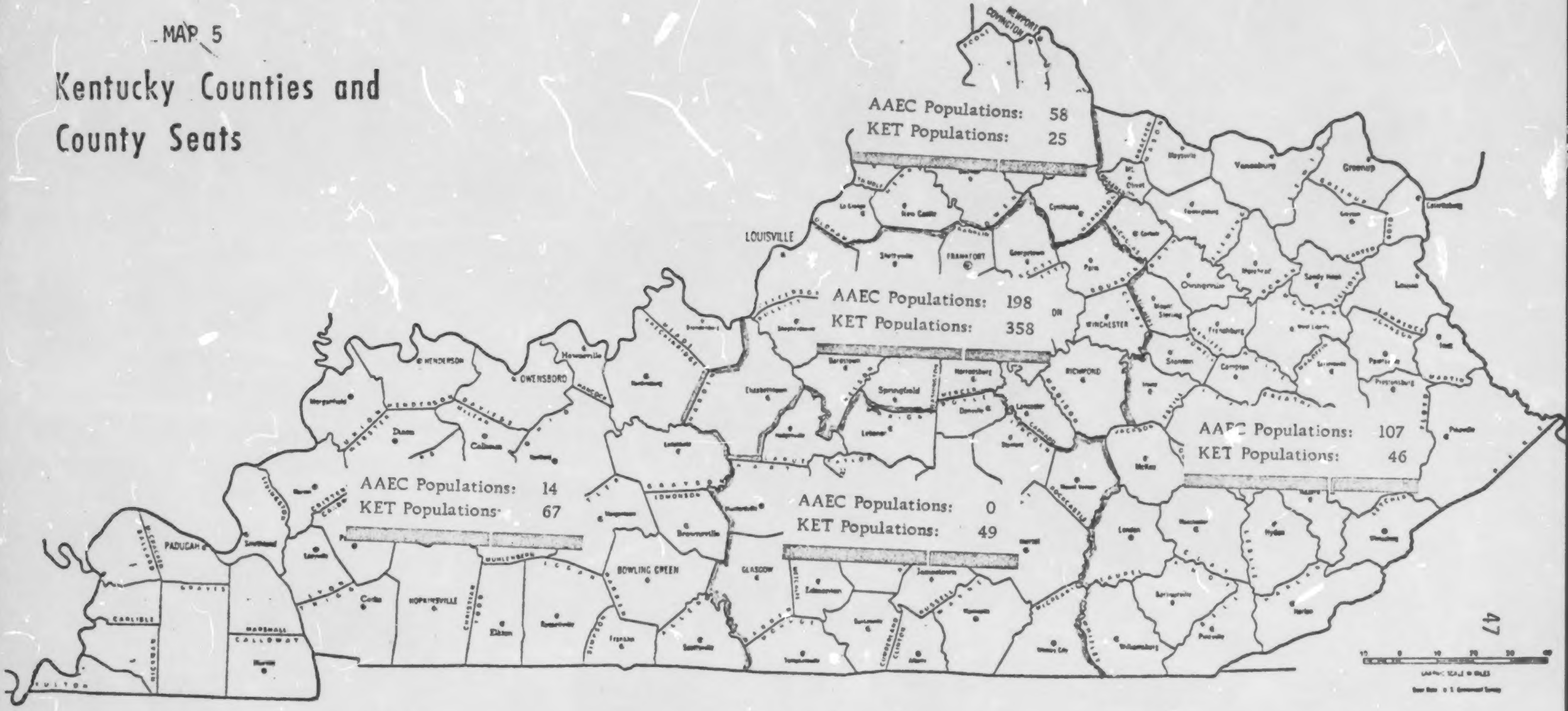


TABLE 4

AAEC POPULATION SUMMARY

Phase	Site	Community Education		Right to Read		ABE/GED and ETV		Total Population and Data
		# Activities	Population	# Parapros	Population	L.C. & Classes	Population	
I 1973-74	AAEC							
	*Montgomery County	34	1,178	2	56	2	36	1,270
	*Owensboro	43	812	2	34	1	93	939
	*Ashland	25	3,617	2	54	2	50	3,721
	*Scioto Valley	17	2,000	3	108	1	27	2,135
	Floyd County			2	35	2	20	55
	Morehead			2	62	-	-	62
	COOPERATING							
	Covington					-	-	-
	Newport					1	27	27
	Laurel County					2	46	46
	Middlesboro					1	6	6
	Jefferson County					-	-	-
	Louisville City					2	254	254
	TOTALS	119	7,607	13	349	14	559	8,515
II 1974-75	AAEC							
	*Montgomery County	65	2,698	2	51	3	53	2,802
	*Owensboro	123	2,500	4	109	2	22	2,631
	*Ashland	43	2,000	4	134	2	14	2,148
	*Scioto Valley	70	2,300	3	96	-	-	2,396
	Floyd County			2	38	-	-	38
	Morehead			-	-	1	3	3
	COOPERATING							
	Covington					1	6	6
	Newport					-	-	-
	Kenton Library					1	14	14
	Middlesboro City					1	14	14
	Laurel County					1	7	7
	Jefferson County					3	88	88
	Louisville City					2	31	31
	Owensboro Library					-	-	-
	All Others (AAEC recruited)					no support three sites	172	172
	TOTALS	301	9,498	15	428	17	424	10,350

*Community Education Programs

GENERAL DESIGN

The AAEC Comparative GED Strategies Study was designed in two phases spanning two consecutive years. Initially three major conditions were planned and a fourth condition added mid-way through Phase II.

Study conditions were:

CONDITION I

1. No-ETV--a support program alone.

Five hundred and fifty-nine adult students pursuing a GED certificate constituted the population.

Condition I persons were selected from 15 sites, both AAEC and volunteer cooperating sites. (See page 56 Comparative Study Sites.)

Condition I persons were instructed through the following delivery systems without ETV exposure:

A. Learning Center

B. Home Instruction

C. Traditional Classroom

D. Public Library

A. Learning Center Alone. Adult students progress, valid cases, in GED preparation through an adult learning center without ETV exposure but with unique individualized instruction, variable materials and variable time was analyzed.

B. Traditional GED Preparation Class Alone. Adult student progress, 122 valid cases, in GED preparation through a traditional classroom delivery without exposure to ETV but with the more formal front loaded teacher textbook approach was analyzed.

C. Home Study Alone, Rural and Urban. Preparation in homes without ETV was offered by successful ABE/GED students, indigenous to the local sites, trained as paraprofessionals, and supported by professionals in community education adult learning centers. Data was collected on 111 valid cases and was analyzed.

D. Public Library Alone. An effort was made to link AAEC library demonstration projects to the delivery of GED instruction without ETV. Materials for GED preparation were added to library collections and librarians were trained in utilization of materials. Direct instructional support within the public libraries failed. Materials were circulated generally among adults already engaged in some formal instruction elsewhere. Librarians, unless complimented by persons representing the local adult education program, were unprepared for an instructors role and in many instances unprepared to recruit or serve educationally disadvantaged.

2. No treatment or formal preparation

A distinct group included in the initial phases of the study consisted of those adults, 103 , who attempted the GED test without formal instruction or preparation of any kind including ETV. Administration of a background questionnaire and the TABE with the GED provided baseline data on the characteristics of people attempting the GED without formal study, their functioning level of academic achievement at the time they took the screening test and their performance on the GED.

A early analysis of the AAEC experiences during the first broadcast cycle led the Center to focus upon an unanticipated problem and to develop another component objective study condition, Phase III. Our evidence from pre-tests and experience in monitoring activities seemed to indicate (1) that the majority of the volunteer adult students engaging in Show I were, by-in-large, very close to mastery; (2) that adult students were dropping out of the series because of boredom with content teaching previously learned knowledge. It became increasingly apparent that both the broadcast series and the use of software required individualization and prescription to meet individual student instructional needs.

A KET/GED Learning Skills Packet was developed and field tested in three sites: Louisville, Kentucky; Hackensack, New Jersey; and White Plains, New York. The packet has three sections: English Grammar, Mathematics, and Reading. Each section is divided into four parts: (1) an analysis of the TABE and/or the CAT used as a diagnostic test; (2) summaries of the corresponding television programs that indicate what is in each program; (3) a glossary of the terms students need to know; and (4) an index to the corresponding study guide to help the student find areas of needed instruction. The system allows for complete and efficient individualization of needed instruction and is further complimented by a summary post-test for each of the major sections.

3. Students who were not achieving at levels appropriate for immediate GED preparation

At least the seventh grade equivalence were engaged in adult basic education. Many, 328, became students in the AAEC Right to Read Home Instruction Programs.

CONDITION II-ETV ALONE

Condition II students relied only upon ETV and related Study Guides. KET provided the AAEC with student names as they responded to the promotional and recruitment campaigns or inquired about the ETV program. Names, addresses, and telephone numbers were taken from recruitment cards, see Appendix B . Students were interviewed by telephone or in home calls. Whenever responses were valid adult clients, an effort was made to pre-test with the TABE, Level D. Both urban and rural clients were sought, the latter group proved to be far more difficult to find and interview. A population of 125 constituted the valid ETV-no support cases where interviews and pre-tests were accomplished.

Clients were monitored at least once during the seventeen week series and were given a post-test with the TABE at the end of Show I, February, 1975.

CONDITION III-ETV--PLUS SUPPORT

ETV plus support required continuous exposure and viewing of the ETV with supplemental training, materials, and personal instructor support.

Instruction and support of the ETV were provided under a variety of delivery systems:

A. Rural and urban home instruction, Community Education, and Community Based Right to Read Programs

B. Classroom Support

C. Learning Center Support

D. Telephone Support

E. Public Library Support

A. Rural and Urban ETV with Home Instruction, Community Education, and Community Based Right to Read

Three AAEC community education programs provided support through learning center personnel and Right to Read home instruction paraprofessionals. From each of the learning centers the AAEC provided two trained paraprofessioanls in home study support programs (coordinated with the ETV series) to adult participants at each site. Each paraprofessional had a professional resource teacher to turn to for help. Community schools include community home based Right to Read services and instruction.

B. ETV with Classroom Support, Community Education

In conjunction with the community education program, teachers were assigned to a traditional GED preparation class which was coordinated with the ETV series.

C. ETV with Learning Center Support

Individualized support of the ETV series was provided through an adult learning center. Participants enrolled in an adult learning center were encouraged to view the ETV series with direct instructional support from the learning center.

D. ETV with Telephone Support

The telephone is a vital but virtually unexplored medium of two way instruction.

The AAEC planned to link the telephone, the ETV, and the learner client with immediate response to ETV broadcast problems and instruction. The strategy, although feasibile, posed serious unresolvable mechanical and technical problems in state-wide broadcast. After unsuccessful attempts to arrange for state-wide telephone support service and/or local transmitter identification, the AAEC developed local learning center and library numbers. Campaigns to acquaint local ETV viewers with the system yielded only minimal response. Cost-effective studies dictated that the effort be abandoned.

The AAEC still believes that with an understanding of the technology and sound planning, telephone support can be effective and efficient. Telephones have proven useful elsewhere.

E. ETV with Public Library Support

Print and nonprint back-up materials to the ETV series were available in three public libraries. Public librarians and aides became familiar with both the instructional and coping skills materials. Pre- and post-test and demographic data were collected from those ETV registrants requesting help from one library. Two other libraries were prepared to provide support, but there was no response or very little inquiry. In the library that did enroll students in the series, a problem occurred in pre- and post-testing conditions. These results were difficult to validate and were abandoned.

Development of Support Systems

The Appalachian Adult Education Center's development of community education demonstration projects included support components in each project's set of objectives and work statement. (See Volume II, Community Education.)

The cooperating support sites were identified in conjunction with the Kentucky State Department, Adult Education Unit. Their role and support component was carefully explained yielding agreements to engage in a support role for the study.

Numerous visits, telephone calls, [illegible] letter communications with local adult education personnel were required to establish the cooperating support sites. A full discussion of the data collected from each condition is included in the analysis section of this report.

The following list of cooperating support sites indicate their support condition to the GED/ETV Series. (See Table 5.)

TABLE 5

APPALACHIAN ADULT EDUCATION CENTER/KENTUCKY EDUCATIONAL TELEVISION/ GENERAL EDUCATIONAL DEVELOPMENT

Comparative Study Sites
Support/Cooperating Programs

Project Sites	Type of Support
* ** Ashland Community Schools	Learning Center, Traditional Class, Home Instruction
Covington School System	Traditional Class
Kenton County Public Library	Public Library
Fayette County Schools	Home Instruction, Traditional Class
** Floyd County Schools	Home Instruction, Traditional Class
Floyd County Public Library	Public Library
Jefferson County Schools	Learning Center, Traditional Class, Home Instruction
Laurel County Schools	Traditional Class, Learning Center
Louisville City Schools	Learning Center, Traditional Class, Home Instruction
Middlesboro City Schools	Traditional Class
* ** Montgomery County Community Schools	Learning Center, Traditional Class, Home Instruction, Telephone
Morehead Adult Learning Center	Learning Center, Home Instruction, Telephone
Newport Adult Learning Center	Learning Center
* ** Owensboro City Schools	Learning Center, Home Instruction, Telephone
Owensboro Public Library	Public Library
Regional Office for Programs and Educational Services (ROPES)	Home Instruction
Paramus, New Jersey	Field Test Learning Center for Learning Skills Packet
White Plains, New York	Field Test Learning Center for Learning Skills Packet
Louisville, Kentucky	Field Test Learning Center for Learning Skills Packet

*AAEC Community Education Demonstration Sites
**AAEC Community Based Right to Read Demonstration Sites

POPULATION SUMMARY

The AAEC projects and studies have touched and involved literally hundreds of professionals, paraprofessionals, and volunteers. Well over two thousand adult students have been served in the Comparative GED Strategies Study. The study reports upon the following populations:

TOTAL	$(N) = 860$ valid cases
NO-ETV	$N_{74} = 559$ valid cases
ETV	$N_{75} = 301$ valid cases

In addition to the GED study populations reported above, other AAEC clients included:

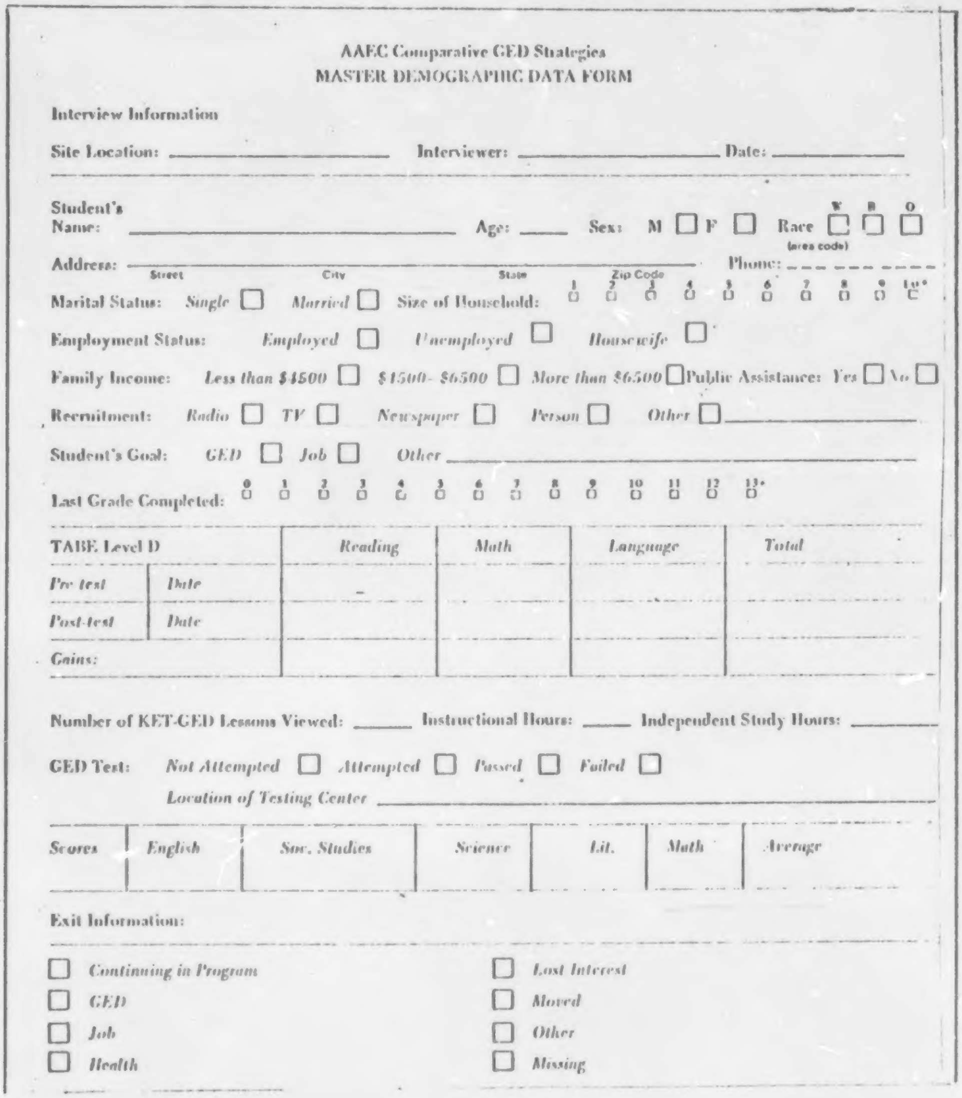
R-2-R_{74}	$N_{74} = 351$
R-2-R_{75}	$N_{75} = 400+$
CONDITION IV FIELD TEST VTR/IPI	$N_{75} = 100$

Many cleints have not been included among the study population valid count because of real or suspected incorrect or improper testing procedures, lack of vital information, length of time in programs, and referral to other programs such as AAEC Community Based Right to Read Programs because of low pre-test grade level.

Selection Criterion, Comparative GED Strategies Study

The criteria for inclusion in the study were:

1. Basic skill achievement equivalent to or greater than the seventh grade as measured either by performance on a standardized test or by expert opinion followed by administration of the TABE, Level D.
2. Completion of an intake interview. The AAEC Master Demographic Data Form is reproduced below: (See Appendix B.)



AAEC Comparative GED Strategies
MASTER DEMOGRAPHIC DATA FORM

Interview Information

Site Location: ______________ **Interviewer:** ______________ **Date:** __________

Student's Name: ______________ **Age:** ____ **Sex:** M ☐ F ☐ Race W ☐ B ☐ O ☐

Address: ______________ (Street, City, State, Zip Code) **Phone:** (area code) ___ ___ ____

Marital Status: *Single* ☐ *Married* ☐ **Size of Household:** 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10+ ☐

Employment Status: *Employed* ☐ *Unemployed* ☐ *Housewife* ☐

Family Income: *Less than $4500* ☐ *$4500- $6500* ☐ *More than $6500* ☐ **Public Assistance:** *Yes* ☐ *No* ☐

Recruitment: *Radio* ☐ *TV* ☐ *Newspaper* ☐ *Person* ☐ *Other* ☐ ______________

Student's Goal: *GED* ☐ *Job* ☐ *Other* ______________

Last Grade Completed: 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13+ ☐

TABE Level D		*Reading*	*Math*	*Language*	*Total*
Pre test	*Date*				
Post-test	*Date*				
Gains:					

Number of KET-GED Lessons Viewed: ____ **Instructional Hours:** ____ **Independent Study Hours:** ____

GED Test: *Not Attempted* ☐ *Attempted* ☐ *Passed* ☐ *Failed* ☐

Location of Testing Center ______________

Scores	*English*	*Soc. Studies*	*Science*	*Lit.*	*Math*	*Average*

Exit Information:

☐ *Continuing in Program*
☐ *GED*
☐ *Job*
☐ *Health*
☐ *Lost Interest*
☐ *Moved*
☐ *Other*
☐ *Missing*

3. Sixteen years of age or older and out of formal schooling.
4. Successful GED achievement in the Commonwealth of Kentucky requires an overall score of 45 and no less than 35 on any one of the five sub-tests.

Roles and responsibilities of adult education staff members were developed for each of the ETV support conditions. The following are the roles and responsibilities of a paraprofessional engaged in supporting and providing home instruction.

ROLE OF AAEC/KET/GED PARAPROFESSIONAL

Recruit and provide support instruction to adult students signed up for the KET/GED Series.

Activities and Responsibilities

1. Attend the AAEC/KET/SDE sponsored GED Comparative Study Workshop for training and orientation on September 5 and 6, 1974.
2. Recruit 10-15 students each between September 8 and September 23 (airing date).
3. Administer the TABE during the last two weeks of September and first two weeks of October.
4. Provide support by visiting the student one to two times per week and contact via telephone.
5. View all units of the series and become thoroughly familiar with GED booklets.

6. Provide students with GED booklets at no cost to the students.

7. Complete demographic data form for each student by second week in October and forward to AAEC for review/copy and return to paraprofessional.

8. Check the student's viewing log sheet with each visit and record on demographic form. (See Appendix B, Student Viewing Log Sheet.)

9. If student drops from the program, determine reason why and record on demographic form.

10. The pre-test TABE scores will be plotted on the demographic form and profile sheet and then interpreted to the student.

11. Post-test, using the TABE, will be administered at the end of the 13-week airing cycle, February 7, 1975. Testing will be completed and recorded by March 1, 1975.

12. Paraprofessionals will meet with their resource teacher on a regular schedule (two hours per week) for purposes of checking weekly progress, problems, and questions. Also telephone communications when necessary to answer a question that can't or shouldn't wait for the regular meeting.

13. Second KET/GED airing cycle (Show 2) students will be recruited during first two weeks in December for the morning 7:00 AM airing, December 18; the month of January for the February 10, 7:00 PM, evening airing.

14. Those students completing the KET/GED Series, first cycle (Show I), will be urged to take the General Educational Development Test.

Documentation

1. Demographic Data Forms

2. Student Log Sheets

Training

The Appalachian Adult Education Center, together with Kentucky Authority for Educational Television and Kentucky Department of Education, Unit of Adult Education, sponsored a two-day workshop for all the adult personnel and staff of support and cooperating sites engaged in the comparative strategies study.

The training included a step-by-step identification of roles and responsibilities of the paraprofessional, resource teacher for paraprofessionals, the ABE teacher, the learning center director and aide, the local adult education supervisor or director, the telephone support person, and the public library aide.

The participants were given an overview and analysis of the comparative strategies GED study so that each participant could gain a full picture of their position in the study.

Explanations of the data collection system were provided. Pre- and post-testing methods and procedures were discussed to insure consistency in testing in all cooperating sites.

Monitoring

Broadcast date of the ETV series, Show I, was September 23, 1974, through February 7, 1975. Two weeks prior to the beginning broadcast date, recruitment and enrollment of adult students into the Conditions II and III were initiated. The total AAEC sample population enrolled in the series for Show I was 366 adult students.

Many students were identified from the more than 2,000 inquiries received by KET. In addition to the 366 AAEC students, almost 550 enrolled directly with KET, a valid population judged by the purchase of software, but will not be a part of this study.

The AAEC students who agreed to engage in the study, to provide requested date, and submit pre- and post-testing, were given the three KET/GED Study Guides at no cost. Upon completion of pre-testing and the master demographic data collection form, each support site forwarded these forms to the AAEC for review/copy and returned to the site. Each form was carefully reviewed for missing information or discrepancy in dates, test scores, etc. If information was missing,a letter accompanied the return of the form to the appropriate person requesting clarification or the additional information needed.

Due to elapsed time between correspondence, the busy workload of personnel in the cooperating support programs, students moving, taking jobs, etc., some information was missing. Special care has been taken to report only valid cases authenticated in explicit monitoring activities. The analysis section does meet and reflects this standard.

Problems Encountered

Many problems were encountered and/or observed in monitoring activities some of which seriously jeopardized the study and, ultimately, student success or failure. The AAEC has attempted to address many of the problems in Volume II by recommending improved management practices in adult ETV.

A few circumstances have been noted below to illustrate unanticipated difficulties.

All AAEC support sites were readied to engage in ETV viewing and study on the initial broadcast date, September 23, 1974. In at least one site, a necessary TV cable system, under repair, wasn't operational for broadcast until three weeks after the initial program. Students were frustrated and those who remained missed the first four programs. Further, to add to their frustration a time change from daylight saving to central standard time disrupted viewing schedules and meeting times. At least one program was pre-empted with a special TV program. The students as well as the support instructors were discouraged with obtacles encountered.

Kentucky has many residents that closely align themselves with television stations from cities in other states. In northern Kentucky some students in the ETV alone condition attempted to view the series over the Cincinnati ETV channel, not the KET channel. The confusion required a week or more to straighten out and students had missed several program lessons.

Students in the metropolitan area of Jefferson County/Louisville City in "traditional class" support conditions encountered a situation where two ETV stations aired the series at different times. Jefferson County Schools Channel 15 broadcast at 6:30 and KET Channel 68 at 7:00 PM. Many students could not receive Channel 68, thus had to rely on the 6:30 airing over Channel 15, but the result was that they were in transit from home to their class and unable to view the series.

The illustrations--the list is long and varied--may appear to be rather simplistic management problems but when spread across a state, they touch many persons. Those persons, if typical undereducated adults, are apt to have low levels of tolerance for frustration, limited energies, and commitment. As a result, many withdrew from the AAEC support conditions. We are certain that others whose numbers we do not know also became frustrated and dropped out of viewing and learning. The numbers may have been great as revealed by the KET/GED population evaluation.

Promotion and Recruitment

The AAEC had established specific sites, AAEC demonstration project sites and cooperating sites, in Phase I, 1973-74. (See page 56 .)

Pre-broadcast promotion and recruitment for the GED series were carried out in each site with existing and new students.

Copies of responses to the KET state-wide promotion campaign were transmitted to the AAEC immediately, where they were identified within existing study sites or grouped in terms of geographic concentration for AAEC follow-up in its effort to obtain an ETV-no support population of 100 (Condition II).

Unanticipated problems were encountered in recruiting adult students into several of the support systems. Wherever possible, groups were to have been over-sampled to account for the usual high attrition of adult students experienced in programs.

Recruitment in on-going adult education support systems and in cooperating centers was successfully accomplished in part by existing leadership and complimented by additional area contacts provided by the KET promotional activity. Potential clients were identified by the AAEC by service area from response cards sent to KET and referred directly to centers.

In all, 12 television stations, 151 radio stations, and 175 newspapers were contacted about the series. Interest cards were sent to 700,000 classroom children in Kentucky to take home to their parents, and information about the series was inserted in AFDC checks, utility bills, and the Rural Electric Magazine (circulation 42,000). See Appendix B for major promotional materials.

There seemed to have been a direct relationship to time factors between the client response to general promotional efforts and a personal contact. As the increment of time increased, successful recruitment decreased. Other intervening factors in limiting successful recruitment seemed to have been related to the rural nature (isolation) of potential clients, the characteristics of the rural adult, the difficulties in finding homes, and the time and distance between client contacts.

In a canvass of rural areas, people were encountered who had never heard of the ETV series because promotional materials and postage-paid cards for enrolling had not been distributed by the local school district (understandable since in many instances materials were delivered during the chaotic opening days of school).

Other factors, not necessarily unique to rural areas but always present, which inhibited recruitment were: (1) poor television reception; (2) the students inability to watch programs because of work-related time conflicts; (3) lack of telephones requiring home contact and complicated further by addresses containing only rural mailing routes rather than names of county roads.

One county in Eastern Kentucky was represented by a total of twenty-six responses of interest returned to KET (a response to cards sent home with school children). The AAEC made personal contacts to all responses and found that twelve of the twenty-six or 46 percent had been sent by children and youth and, therefore, were invalid.

From the nearly 2,000 responses or inquiries received by KET, the AAEC staff made appoximately 500 personal contacts; 366 were valid cases, interested potential adult clients. Of the 366 valid cases, 303 were included in the study based upon required interviews and pre-tests (retention of this population is discussed in detail on page 115).

In counties where the AAEC established recruiting/testing headquarters,recruitment never exceeded fifteen persons. Many potential clients had transportation problems and had to be visited in their homes. Unlike urban metropolitan areas in which large numbers were recruited and could go to group testing centers, the rural population required greater individual attention further contributing to the low number of students involved in rural Condition II of the study. An effort was made to fill the rural study population quota in Show II, the second cycle broadcast.

Study quotas of students in treatment conditions were met in initial recruitment except in telephone support and rural groups, but not nearly as great as ETV-alone, rural . In addition to our expectation of normal student attrition in all conditions, the confusion of post-testing following local policies requiring a different test further reduced valid cases. As a result, an intensive one-county recruitment effort was begun through the local schools of Rowan County. According to the 1970 census, out of a total population of 17,000 there were 4,500 adults over the age of 25 who did not have a high school diploma. We hoped to recruit some of these Rowan County adults by means of a flyer and postage-paid reply card taken home by grade school children. Of approximately 1,900 flyers distributed to the elementary schools of the county, less than 20 of the cards were returned (14 positive responses, 3 negative).

A second potential rural population was found in KET's files of people who had made inquiries about the KET-GED series. Many of these people who had asked for introductory information never ordered the three home study guides, a population of 200 persons in eight rural central Kentucky counties.

Though our total number of replies was only 27 (20 positive, 7 negative), the return rate was much better than it was in the Rowan County effort. Those people who gave us a positive response were given the TABE test, demographic form, log sheet for Show II, and the three home study guides.

In addition to the rural Condition II,ETV alone students recruited in Rowan County and central Kentucky. Show I cooperating sites enrolled new students for Show II. As a result of their continuing involvement in Show II, these sites recruited six traditional class students, twenty-nine home instruction students, and nineteen learning center students.

There are also many Show I students in several treatment conditions who are listed as "continuing in program" and who may be able to prove additional data at the end of Show II.

The main problem anticipated in obtaining data from the new Show II students and the "continuing in program" students is time limitations prohibiting the collection, coding, and analysis of Show II data.

These are a few of the situations in which the AAEC found itself during the study. By sharing these with the reader, we hope to provide some insight as to what to look for and what to avoid in planning and/or initiating the use of the GED series.

Student comments were collected in AAEC monitoring activities. Responses reflect a realistic picture of problems and successes of the adult students. Factors inhibiting student viewing and achievement can be grouped into general categories: (1) bad reception or no reception at all; (2) broadcast time problems and changes; (3) certain programs were too fast; (4) certain programs were too advanced; (5) certain programs contained too much information; (6) some students felt some programs were silly or foolish.

Student comments and reactions to specific program content (with an indication of each student's grade level) have been forwarded to KET for their information and use in utilizing and/or revision of series.

Enrollment

At the end of June, 1975, KET/GED known enrollments throughout the state reach 1,500. (Enrollment is taken to mean having purchased or otherwise acquired books for the series. It is difficult, if not impossible, to ascertain the number of poeple watching the series without the benefit of books or those who purchased the books and are no longer watching.) Approximately 450 of the total enrollment participated in the AAEC study and thereby acquired their books through Morehead State University or an adult education program cooperating with the AAEC. The remaining enrollees either purchased their books directly from KET or acquired their books through the Bureau for Social Services as a result of client status with that agency. There are now three ways in which the adult can acquire the GED books: (1) purchase from KET or Cambridge Book Company; (2) receiving books as a client of the Bureau of Social Serivces; (3) KET paying for the books if the client cannot afford them.

DATA COLLECTION AND PREPARATION FOR ANALYSIS

Introduction

The present section of this report provides an explanation of methodological procedures used for this study and discusses how this evaluation was carried out. It also points out the limitations which should be kept in mind while interpreting the findings presented in the section on analysis and reporting.

Methodological topics are taken up in approximate chronological order, beginning with objectives and overall planning, progressing through sampling, instrumentation,and data collection.

Objectives and Scope

The principal objective of the Appalachian Adult Education Center is to effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration projects generated through interagency cooperation with special focus upon eastern Kentucky and portions of Appalachia.

This study deals with the specific objective of the assessment of different methods of GED preparation in rural and urban sites. The design of this study provides for the comparison of three different types of delivery systems for GED preparation programs: Condition (I) a support program alone without ETV; (II) ETV alone; and (III) ETV plus a personal contact, supplemental training, support program. Two added conditions were:

(IV) utilization of the AAEC KET/GED Skills Packets in individualization of the system; and (V) a group of students attempting the GED test without any known formal preparation.

Delivery systems have been compared in terms of the demographic characteristics of students, in terms of individual student academic skills gain by means of pre-testing and post-testing of basic skills and/or GED attainment.

Scope and Limitations

Because of the diversity of delivery systems, geographic locations, and background characteristics of the students, as well as necessary budget and time limitations, several constraints were placed on this study. These restraints are listed below:

1. Student participants were limited to those who were out of school, were sixteen years of age or older, and who had not attained a high school diploma.
2. Students selected for study were to be functioning academically at the seventh or eighth grade level or higher as determined by a pre-test (TABE-Level D). Applicants who were not performing at the seventh grade equivalency were advised, counseled, and referred to basic education programs in their locale. This decision was based upon the design of the ETV series and expert opinion.
3. Students selected for the ETV alone component were chosen on the basis of their expressed interest as

evidenced by submitting their name and address to Kentucky Educational Television and desire to study at home.

4. Only those students who completed the demographic information and pre-test were selected for analysis as valid cases--the minimum qualification for inclusion in the study.
5. Acquiring the necessary data needed to complete the assessment in this study depended upon the cooperation of voluntary students and local educational programs.

Overview of the Sampling, Instrumentation, and Data Collection

The specific geographic areas selected for sampling were determined by the specific type of delivery system being utilized and the cooperation of individuals, program directors and teachers, involved with that system.

Student populations were oversampled where possible to cover anticipated attrition. Students selected for study under Condition II-ETV alone were chosen from the files of KET on the basis of their expressed interest, response to promotional effort, and their geographic location.

Because of the constraints of money, manpower, and lead time, prospective students who expressed interest in ETV were separated according to geographic locations and only those areas which contained a suitable number of prospective students were contacted.

In the other study conditions II, III, and IV students were secured through local program administrators. Considerable time was devoted to contacting state and local adult education officials for information, agreement to participate, and for making detailed arrangements for data collection. A prime consideration related to all contacts was the confidentiality of the information to be collected and analyzed.

Confidentiality of information on individual participants was assured by code number identification and not names and addresses. Identification records were destroyed following coding.

DATA AND INSTRUMENTATION

Three major categories of data generated by this study are: (1) student demographic information, (2) the nature and extent of GED preparation activities, and (3) academic skill achievement.

1. Student Characteristics

Data on student characteristics was obtained by a questionnaire and interview administered during the intake interview. Information was collected on standard demographic variables, educational and work history, and reasons for enrollment in the GED program. For students in the ETV conditions, particular attention was given to the role of ETV in recruitment into adult education and in preparation for the GED.

Master Demographic Data Form. The questionnaire used was comparatively short and simple and required no more than a few minutes to administer. It was designed to concentrate on key issues and to be clear enough to elicit unambiguous responses to all questions. The information asked for was concerned with demographic and educational backgrounds, along with employment, income, and educational goals. In addition, space was allotted for the recording of pre-test, post-test, and GED scores, along with exit information. (See page 58 or Appendix B.)

In 1973-74, all questionnaires, pre-tested in Right to Read sites, were revised for use in the study.

Following a training workshop held in Lexington, Kentucky, on September 5 and 6, 1974, interviewers were given all necessary questionnaires, test forms, and software. The questionnaire was completed up to the post-test score section and returned to the AAEC for verification. These forms were electronically duplicated and the originals were sent back to the interviewers with any missing information noted. The existing information was coded according to the card image format developed by the AAEC.

Students completing their GED preparation were given a post-test with the TABE, Level D. The results were recorded on the master demographic form and academic gain was computed. Students who proceeded to take the GED were asked to release their scores to the AAEC.

The completed data forms were sent to the AAEC where they were coded and keypunched for computer analysis.

To insure effective communication with educationally disadvantaged adults in the various localities, person-to-person interviews were an essential, regular component of the data collection procedure. Though the interviewers were already experienced in interview techniques, all attended training sessions during which this study's interviewing purposes and forms were thoroughly reviewed. The use of video tape recording equipment allows the interviewers to view themselves while judging their techniques and making the necessary adjustments.

2. GED Preparation Activities

Information was collected both on the amount of time spent in studying for the GED and on the content or skill areas in which study time was spent. Students engaged in the ETV programs were asked to keep a careful log of both their ETV viewing and of their independent work in the associated ETV software.

Student Viewing Log Sheet. A student television viewing log sheet was developed from the Kentucky Educational Television broadcast schedule. All 34 programs were listed numerically and by title, along with dates and time of program broadcast. Each student was asked to rate each program viewed as excellent, good, fair, poor, or bad and to record the number of programs viewed and the amount of time spent on study. (See Appendix B .)

The number of programs viewed for the purposes of this study was trnaslated into instructional hours. Each program was approximately one half hour in length and could be viewed up to three times. Therefore, if a student viewed the same program all three times, the student would be credited with one hour and a half of instruction.

Independent study hours are those hours which the student spent working by himself with the Study Guides that went with the GED series.

No criteria was established for the rating of the television programs other than requesting the viewer's subjective judgement. Viewer comments on the series were collated and reported to producers.

3. GED Attainment and Skill Gain

The primary criterion of this study was the passing of the GED test. Thus, the primary data was the five standard scores on the GED for all students who took the test. The Commonwealth of Kentucky GED criterion required an average score of 45 with no single score below 35.

Test Selection for Screening and Achievement Gain Assessment

After careful consideration of the tests used by Kentucky learning centers, the Test of Adult Basic Education (TABE), published by CTB/McGraw Hill, was selected.

The advantages of using the TABE are:

1. A single level (D-Difficult) would cover all grades of concern to the study.
2. The TABE is adapted to be adult-oriented as opposed to other tests that are child-oriented.
3. The test is available in two equivalent forms for pre-testing and post-testing.
4. The time required for testing, scoring, and interpretation is reasonable.
5. The cost of the test is not prohibitive.
6. All personnel involved with the study were familiar with or already utilizing the TABE.

TABE results served three purposes: (1) to screen and counsel students about the appropriateness of GED study; (2) to provide a diagnostic basis for individually prescribed GED study programs (developed in the second cycle); and (3) to provide a pretraining benchmark measure against which to reckon gain. On an individual, voluntary basis equivalent forms of the TABE were used later to determine achievement gains and readiness for the GED test, using the general ABE observation that TABE achievement at the 10+ grade level indicates high likelihood of passing the GED in the corresponding area.

Differences in entry level, study time, and learning rate of adult students combined with adult problems and with management "hurdles" faced by the adult in initiating a formal GED effort reduced the number of AAEC valid cases actually taking the GED.

Some difficulty was encountered in attempts to obtain official GED results. The AAEC, however, canvassed all cooperating centers and the students themselves to obtain GED scores if the examination had been taken and if not, the current student status, e.g. continuing study and preparation or specific reason for not taking the examination, e.g. time, money, family problems, isolation for one reason or another from the testing center.

Many students in Show I and most in Show II were not ready for the GED test at the time their GED study program and the AAEC experimental observation period terminated.

ANALYSIS

The analyses represented in this report were generated using the computer statistical program SPSS (Statistical Package for the Social Sciences). SPSS has been developed over the last eight years by C. Hadlai Hull and others at the University of Chicago and is in wide use at universities and other computer installations throughout the United States.

A guide to the use of this statistical library is SPSS-Statistical Package for the Social Sciences published by McGraw-Hill.

The AAEC deliberately sought computer program language and analysis systems that could be applied universally. Such universality will enable agencies utilizing the KET/GED Preparation Series to apply the AAEC assessment to their data. The gradual building of base-line data and analysis would (1) provide individual programs with comparative analysis and an evaluation of their respective efforts; and (2) provide a data collection and analysis system for national ETV and future generations of adult ETV.

The data underlying this report are preserved not only in BCD (punched card form), but also as an SPSS system data file. A copy of the data tape volume and associated documentation may be obtained from the AAEC.

Expert Opinion and Assistance

The AAEC relied heavily upon the University of Kentucky Computer Center, Dr. Bruce Reinhardt, for computer program language related to the AAEC raw data and questions raised.

The AAEC requested and received the consultant services of Dr. Peter Wylie, Human Resources Research Organization, Fort Knox, Kentucky, for expert opinion and assistance in data analysis.

Data Processing

Structured portions of all questionnaires were edited, coded, and keypunched for computer processing. Narrative portions were analyzed and hand tabulated.

The principal anaysis of this was made in terms of:

1. Characteristics of participant students. Do different kinds of delivery systems, Conditions I, II, and III, enroll students with different kinds of educational needs, at different points in their career trajectory, or who differ substantially in their skill level at entry?
2. Retention of students in the program. Do delivery systems differ in student drop-out rates? What kinds of delivery systems are most effective in retraining what kinds of GED students? What program component do students use most and report as most helpful in their study? Which program components are self-contained and sufficient in themselves for GED preparation and which components require what kind of external supplementation?

3. Skills gain and GED attainment. Do the different types of delivery systems differ in the percent of students passing the GED (who start at different levels?) or in the time needed to reach that goal? Are there specific combinations of kinds of students and kinds of delivery systems which produce particularly large or small amounts of gain?

In association with these three central questions, a list of analysis design questions was developed to further identify important variables.

The analysis design questions were pre-tested with expert opinion and presented to the computer programming center of the University of Kentucky for revision and for analysis of all the data.

Considerable time was spent on editing the data and repeated attempts were made to acquire missing data from several of the sites. Two of the sites used the California Achievement Test as a post-test,and these sites are noted and reported separately. Several data forms were discarded after disclosure by the cooperating agency that missing information was not retrievable or that standardized procedures were not used in testing. All information was rechecked after coding before being keypunched and verified to further decrease the chance of error and to provide reliable data.

The analysis is divided into two major sections. The first deals with the AAEC population demographic characteristics and the second with test and achievement data. The varied conditions of the study of Comparative GED Strategies are presented in the following order.

*Condition I, No-ETV (in):

- Learning Centers
- Home Instruction
- Traditional Classroom
- Win Class (added)
- **Libraries (no data available and eliminated)

Condition II, ETV-No Support

- Urban
- Rural

Condition III, ETV-Support

- Learning Center
- Home Instruction
  - Urban
  - Rural
- Traditional Classroom
- Category Eliminated
  - **Library (no data available and eliminated)
  - **Telephone (no data available and eliminated)

**Condition IV, VTR of adult ETV on cassette with I.P.I (data incomplete and eliminated from this analysis)

- Teacher-Dominated VTR
- VTR Plus Support
- Non-volunteer VTR and Support

Condition V, GED "Walk-ins" (no ETV-no support)

* Not all demographic data was collected in the first year of support systems organization.

** Support treatment condition did not materialize and/or data was inconclusive or incomplete and had to be eliminated from this analysis

Demographic Characteristics

The demographic characteristics of all students in all treatment conditions--those accepted by the AAEC as valid--have been analyzed by ETV conditions and by treatment groups.

Demographic characteristics studied were: sex, race, age marital status, size of household, family income, employment status, public assistance, recruitment, student goal, last grade completed (formal education).

Data Presentation

Demographic data is presented below by select characteristic in table form (where appropriate). Major tables provide: (1) a cross tabulation by Condition II, ETV-No Support and Condition III, ETV with Support for all treatment groups; (2) a cross tabulation of the two ETV treatments; and (3) a summary of Condition I, No ETV and Condition V, GED "Walk-ins" usually presented in medians.

Data analysis necessitating the use of MEDIANS, the most conservative statistic, is the result of early decisions in Condition I, No ETV treatment conditons and in Condition V, "Walk-ins" (no GED preparation) in which some data could not be collected.

Central questions answered in the tables are:

1. DO PERSONS ENGAGING IN ANY ONE TREATMENT GROUP DIFFER SIGNIFICANTLY FROM ANY OTHER TREATMENT GROUP IN THE SELECT DEMOGRAPHIC CHARACTERISTIC?
2. DO PERSONS ENGAGING IN ONE OF THE ETV LEARNING/TEACHING CONDITIONS DIFFER SIGNIFICANTLY FROM THE OTHER CONDITION IN THE SELECT DEMOGRAPHIC CHARACTERISTIC?

SEX

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENTS

```
                 TREAT
        COUNT   I
        ROW PCT IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS    ROW
        COL PCT I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY      TOTAL
        TOT PCT I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
SEX     --------I--------I--------I--------I--------I--------I--------I--------I
                I    28  I     2  I     7  I     0  I     4  I    45  I     0  I     86
  MALE          I  32.6  I   2.3  I   8.1  I   0.0  I   4.7  I  52.3  I   0.0  I   28.5
                I  24.8  I  16.7  I  20.6  I   0.0  I  14.8  I  41.7  I   0.0  I
                I   9.3  I   0.7  I   2.3  I   0.0  I   1.3  I  14.9  I   0.0  I
               -I--------I--------I--------I--------I--------I--------I--------I
                I    85  I    10  I    27  I     6  I    23  I    63  I     2  I    216
  FEMALE        I  39.4  I   4.6  I  12.5  I   2.8  I  10.6  I  29.2  I   0.9  I   71.5
                I  75.2  I  83.3  I  79.4  I 100.0  I  85.2  I  58.3  I 100.0  I
                I  28.1  I   3.3  I   8.9  I   2.0  I   7.6  I  20.9  I   0.7  I
               -I--------I--------I--------I--------I--------I--------I--------I
        COLUMN      113       12       34        6       27      108        2      302
        TOTAL      37.4      4.0     11.3      2.0      8.9     35.8      0.7    100.0

CHI SQUARE =     17.50377 WITH    6 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0076
NUMBER OF MISSING OBSERVATIONS =         1
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                  ETVHELP
        COUNT    I
        ROW PCT  I                       ROW
        COL PCT  I                       TOTAL
        TOT PCT  I      1.I      2.I
SEX     ---------I--------I--------I
                 I    30  I    56  I     86
  MALE           I  34.9  I  65.1  I   28.7
                 I  24.0  I  32.0  I
                 I  10.0  I  18.7  I
                -I--------I--------I
                 I    95  I   119  I    214
  FEMALE         I  44.4  I  55.6  I   71.3
                 I  76.0  I  68.0  I
                 I  31.7  I  39.7  I
                -I--------I--------I
        COLUMN      125      175        300
        TOTAL      41.7     58.3      100.0

CORRECTED CHI SGUARE =       1.90766       WITH 1 DEGREE OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =           3
                                                SIGNIFICANCE =  0.1672
```

SUMMARY OF CONDITION I - NO-ETV AND CONDITION V - GED "WALK-INS"

CONDITION	Number	Male	Female
I NO-ETV			
Learning Center	149	28%	72%
Home Instruction	111	9%	91%
Traditional Class	122	28%	72%
Win Class	74	0	100%
V GED "Walk-ins"	103	34%	66%

Although there were far more women than men in all AAEC populations, there was no significant difference in any one of the conditions (excluding the No-ETV WIN class, a non-voluntary class).

There was no significant difference in the sex of participants between the ETV No-Support and the ETV-support groups.

The AAEC data is a reflection of the national program data with 62 percent female and 38 male.

RACE

CROSS TABULATION BY CONDTIONS II & III, ALL TREATMENTS

```
                    TREAT
           COUNT   I
          ROW PCT  IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS    ROW
          COL PCT  I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY      TOTAL
          TOT PCT  I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
RACE      ---------I--------I--------I--------I--------I--------I--------I--------I
              1.   I    83  I    12  I    33  I     3  I    18  I    76  I     2  I    227
  WHITE            I  36.6  I   5.3  I  14.5  I   1.3  I   7.9  I  33.5  I   0.9  I   85.7
                   I  74.1  I 100.0  I  97.1  I 100.0  I  75.0  I  97.4  I 100.0  I
                   I  31.3  I   4.5  I  12.5  I   1.1  I   6.8  I  28.7  I   0.8  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              2.   I    27  I     0  I     1  I     0  I     6  I     2  I     0  I     36
  BLACK            I  75.0  I   0.0  I   2.8  I   0.0  I  16.7  I   5.6  I   0.0  I   13.6
                   I  24.1  I   0.0  I   2.9  I   0.0  I  25.0  I   2.6  I   0.0  I
                   I  10.2  I   0.0  I   0.4  I   0.0  I   2.3  I   0.8  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              3.   I     2  I     0  I     0  I     0  I     0  I     0  I     0  I      2
  OTHER            I 100.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I    0.8
                   I   1.8  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                   I   0.6  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
           COLUMN      112        12       34        3        24       78        2       265
           TOTAL      42.3       4.5     12.8      1.1       9.1     29.4      0.8     100.0

CHI SQUARE =     30.53062 WITH  12 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0023
NUMBER OF MISSING OBSERVATIONS =       38
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                      ETVHELP
             COUNT   I
            ROW PCT  I                      ROW
            COL PCT  I                      TOTAL
            TOT PCT  I      1.I      2.I
RACE        ---------I--------I--------I
                1.   I    95  I   130  I    225
  WHITE              I  42.2  I  57.8  I   85.6
                     I  76.6  I  93.5  I
                     I  36.1  I  49.4  I
                    -I--------I--------I
                2.   I    27  I     9  I     36
  BLACK              I  75.0  I  25.0  I   13.7
                     I  21.8  I   6.5  I
                     I  10.3  I   3.4  I
                    -I--------I--------I
                3.   I     2  I     0  I      2
  OTHER              I 100.0  I   0.0  I    0.8
                     I   1.6  I   0.0  I
                     I   0.8  I   0.0  I
                    -I--------I--------I
             COLUMN      124       139      263
             TOTAL      47.1      52.9    100.0

CHI SQUARE =     15.63981 WITH   2 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =        40
                                                   SIGNIFICANCE =  0.0004
```

SUMMARY OF CONDITION I - NO-ETV AND CONDITION V - GED "WALK-INS"

CONDITION	Number	Black	White	Other
I NO-ETV				
Learning Center	149	41%	59%	
Home Instruction	111	2%	98%	
Traditional Class	122	20.5%	79.5%	
Win Class	74	84%	16%	
V GED "Walk-ins"	103 101	Missing		

One can assume that there is a nonsignificant racial difference in all treatment conditions. The AAEC studied both rural and urban populations. The urban centers had a higher concentration of black, 24 percent, while the rural portions of Kentucky have an exceedingly low black population.

The nature of the areas studied and the populations were in predominantly rural white Appalachian Kentucky which explains the distortion of the AAEC populations compared to national statistics which show 48 percent white and 44 percent black and 8 percent "other."

AGE

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

AGE Categories at 5 Year Intervals

```
                    TREAT
           COUNT   I
           ROW PCT IET ALONE LT ALONE LT LEARN ET FOML  ET HOML  ET TRAIN   ROW
           COL PCT I URBAN    RURAL    CENTER   INS URBN INS RURL CLASS     TOTAL
           TOT PCT I       1 I       2 I       3 I       4 I       5 I       7 I
AGES       --------I---------I---------I---------I---------I---------I---------I
                 1 I     28  I      2  I      7  I      0  I      4  I     16  I     57
  UNDER 20         I   49.1  I    3.5  I   12.3  I    0.0  I    7.0  I   28.1  I   19.5
                   I   18.1  I   22.2  I   20.6  I    0.0  I   15.4  I   25.4  I
                   I    9.6  I    0.7  I    2.4  I    0.0  I    1.4  I    5.5  I
                  -I---------I---------I---------I---------I---------I---------I
                 2 I     24  I      1  I      3  I      0  I      5  I     13  I     46
  20-24            I   52.2  I    2.2  I    6.5  I    0.0  I   10.9  I   28.3  I   15.7
                   I   15.5  I   11.1  I    8.8  I    0.0  I   19.2  I   20.6  I
                   I    8.2  I    0.3  I    1.0  I    0.0  I    1.7  I    4.4  I
                  -I---------I---------I---------I---------I---------I---------I
                 3 I     26  I      1  I      7  I      1  I      6  I     11  I     52
  25-29            I   50.0  I    1.9  I   13.5  I    1.9  I   11.5  I   21.2  I   17.7
                   I   16.8  I   11.1  I   20.6  I   16.7  I   23.1  I   17.5  I
                   I    8.9  I    0.3  I    2.4  I    0.3  I    2.0  I    3.8  I
                  -I---------I---------I---------I---------I---------I---------I
                 4 I     20  I      0  I      4  I      1  I      1  I     10  I     36
  30-34            I   55.6  I    0.0  I   11.1  I    2.8  I    2.8  I   27.8  I   12.3
                   I   12.9  I    0.0  I   11.8  I   16.7  I    3.8  I   15.9  I
                   I    6.8  I    0.0  I    1.4  I    0.3  I    0.3  I    3.4  I
                  -I---------I---------I---------I---------I---------I---------I
                 5 I     20  I      0  I      3  I      3  I      3  I      3  I     32
  35-39            I   62.5  I    0.0  I    9.4  I    9.4  I    9.4  I    9.4  I   10.9
                   I   12.9  I    0.0  I    8.8  I   50.0  I   11.5  I    4.8  I
                   I    6.8  I    0.0  I    1.0  I    1.0  I    1.0  I    1.0  I
                  -I---------I---------I---------I---------I---------I---------I
                 6 I     14  I      1  I      7  I      1  I      1  I      5  I     29
  40-44            I   48.3  I    3.4  I   24.1  I    3.4  I    3.4  I   17.2  I    9.9
                   I    9.0  I   11.1  I   20.6  I   16.7  I    3.8  I    7.9  I
                   I    4.8  I    0.3  I    2.4  I    0.3  I    0.3  I    1.7  I
                  -I---------I---------I---------I---------I---------I---------I
                 7 I     11  I      2  I      2  I      0  I      2  I      4  I     21
  45-49            I   52.4  I    9.5  I    9.5  I    0.0  I    9.5  I   19.0  I    7.2
                   I    7.1  I   22.2  I    5.9  I    0.0  I    7.7  I    6.3  I
                   I    3.8  I    0.7  I    0.7  I    0.0  I    0.7  I    1.4  I
                  -I---------I---------I---------I---------I---------I---------I
                 8 I     10  I      1  I      1  I      0  I      2  I      1  I     15
  50-54            I   66.7  I    6.7  I    6.7  I    0.0  I   13.3  I    6.7  I    5.1
                   I    6.5  I   11.1  I    2.9  I    0.0  I    7.7  I    1.6  I
                   I    3.4  I    0.3  I    0.3  I    0.0  I    0.7  I    0.3  I
                  -I---------I---------I---------I---------I---------I---------I
                 9 I      2  I      1  I      0  I      0  I      2  I      0  I      5
  55 AND OVER      I   40.0  I   20.0  I    0.0  I    0.0  I   40.0  I    0.0  I    1.7
                   I    1.3  I   11.1  I    0.0  I    0.0  I    7.7  I    0.0  I
                   I    0.7  I    0.3  I    0.0  I    0.0  I    0.7  I    0.0  I
                  -I---------I---------I---------I---------I---------I---------I
            COLUMN      155         9        34         6        26        63       293
            TOTAL      52.9       3.1      11.6       2.0       8.9      21.5     100.0
```

AGE (Continued)

MEDIAN AGE - ETV-NO Support	32.5	(N= 124)
	$\bar{x}$ 33.9	σ 1.1
Median AGE - ETV-Support	25.7	(N= 172)
	$\bar{x}$ 28.4	σ 1.0
Median AGE - NO-ETV		
Learning Center	21.8	(N= 149)
Home Instruction	26.1	(N= 111)
Traditional Class	26.7	(N= 122)
WIN Class	23.6	(N= 74)
Median AGE - GED "Walk-ins"	23.5	(N= 103)

There was a five and one half year difference between the Mean age of AAEC populations in ETV-NO Support and ETV-Support which tends to be significant.

One can assume that those persons engaged in ETV-No Support tend to be older, persons who may be more reluctant or have less time to enter into traditional classes or formal instruction. Younger persons may have more time and may be more willing to accept teacher support of ETV.

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                    THEAT
           COUNT  I
         ROW PCT  IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS    ROW
         COL PCT  I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY      TOTAL
         TOT PCT  I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
ARSTAT   --------I--------I--------I--------I--------I--------I--------I--------I
                1. I    16 I     1 I     6 I     0 I     6 I    38 I     0 I     67
 SINGLE            I  23.9 I   1.5 I   9.0 I   0.0 I   9.0 I  56.7 I   0.0 I   23.3
                   I  14.3 I   8.3 I  17.6 I   0.0 I  25.0 I  38.8 I   0.0 I
                   I   5.6 I   0.3 I   2.1 I   0.0 I   2.1 I  13.2 I   0.0 I
                  -I--------I--------I--------I--------I--------I--------I--------I
                2. I    96 I    11 I    28 I     5 I    18 I    60 I     2 I    220
 MARRIED           I  43.6 I   5.0 I  12.7 I   2.3 I   8.2 I  27.3 I   0.9 I   76.7
                   I  85.7 I  91.7 I  82.4 I 100.0 I  75.0 I  61.2 I 100.0 I
                   I  33.4 I   3.8 I   9.8 I   1.7 I   6.3 I  20.9 I   0.7 I
                  -I--------I--------I--------I--------I--------I--------I--------I
          COLUMN     112      12      34       5      24      98       2      287
           TOTAL    39.0     4.2    11.8     1.7     8.4    34.1     0.7    100.0
HI SQUARE =    22.47234 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0010
UMBER OF MISSING OBSERVATIONS =      16
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                  ETVHELP
           COUNT  I
         ROW PCT  IYES       NO          ROW
         COL PCT  I                      TOTAL
         TOT PCT  I      1.I      2.I
MARSTAT  --------I--------I--------I
                1. I    17 I    50 I     67
  SINGLE           I  25.4 I  74.6 I   23.5
                   I  13.7 I  31.1 I
                   I   6.0 I  17.5 I
                  -I--------I--------I
                2. I   107 I   111 I    218
  MARRIED          I  49.1 I  50.9 I   76.5
                   I  86.3 I  68.9 I
                   I  37.5 I  38.9 I
                  -I--------I--------I
          COLUMN      124      161      285
           TOTAL     43.5     56.5    100.0

CORRECTED CHI SQUARE =    10.77638     WITH 1 DEGREE OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =      18

                                        SIGNIFICANCE =  0.0010
```

There is no significant different in marital status of the AAEC populations in treatment conditions nor in television conditions; 76.4 percent of those engaged in the ETV series were married.

SIZE OF HOUSEHOLD

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                    TREAT
           COUNT   I
          ROW PCT  IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS    ROW
          COL PCT  I URBAN    RURAL    CENTER   INS URBN INS RURL CLASS    ONLY      TOTAL
          TOT PCT  I     1.I      2.I      3.I      4.I      5.I      7.I     12.I
HSIZE     --------I--------I--------I--------I--------I--------I--------I--------I
              1.   I     0  I     1  I     1  I     0  I     1  I     1  I     0  I      4
                   I   0.0  I  25.0  I  25.0  I   0.0  I  25.0  I  25.0  I   0.0  I    1.4
                   I   0.0  I   8.3  I   3.0  I   0.0  I   4.3  I   1.0  I   0.0  I
                   I   0.0  I   0.4  I   0.4  I   0.0  I   0.4  I   0.4  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              2.   I     9  I     4  I     1  I     0  I     4  I    16  I     0  I     34
                   I  26.5  I  11.8  I   2.9  I   0.0  I  11.8  I  47.1  I   0.0  I   12.0
                   I   8.0  I  33.3  I   3.0  I   0.0  I  17.4  I  16.7  I   0.0  I
                   I   3.2  I   1.4  I   3.4  I   0.0  I   1.4  I   5.7  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              3.   I    19  I     3  I     5  I     3  I     5  I    22  I     1  I     58
                   I  32.8  I   5.2  I   8.6  I   5.2  I   8.6  I  37.9  I   1.7  I   20.5
                   I  17.0  I  25.0  I  15.2  I  60.0  I  21.7  I  22.9  I  50.0  I
                   I   6.7  I   1.1  I   1.8  I   1.1  I   1.8  I   7.8  I   0.4  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              4.   I    29  I     1  I     5  I     0  I     9  I    27  I     0  I     71
                   I  40.8  I   1.4  I   7.0  I   0.0  I  12.7  I  38.0  I   0.0  I   25.1
                   I  25.9  I   8.3  I  15.2  I   0.0  I  39.1  I  28.1  I   0.0  I
                   I  10.2  I   0.4  I   1.8  I   0.0  I   3.2  I   9.5  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              5.   I    25  I     2  I    14  I     1  I     2  I    16  I     1  I     61
                   I  41.0  I   3.3  I  23.0  I   1.6  I   3.3  I  26.2  I   1.6  I   21.6
                   I  22.3  I  16.7  I  42.4  I  20.0  I   8.7  I  16.7  I  50.0  I
                   I   8.8  I   0.7  I   4.9  I   0.4  I   0.7  I   5.7  I   0.4  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              6.   I    11  I     1  I     3  I     1  I     2  I     8  I     0  I     26
                   I  42.3  I   3.8  I  11.5  I   3.8  I   7.7  I  30.8  I   0.0  I    9.2
                   I   9.8  I   8.3  I   9.1  I  20.0  I   8.7  I   8.3  I   0.0  I
                   I   3.9  I   0.4  I   1.1  I   0.4  I   0.7  I   2.8  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              7.   I    14  I     0  I     1  I     0  I     0  I     3  I     0  I     18
                   I  77.8  I   0.0  I   5.6  I   0.0  I   0.0  I  16.7  I   0.0  I    6.4
                   I  12.5  I   0.0  I   3.0  I   0.0  I   0.0  I   3.1  I   0.0  I
                   I   4.9  I   0.0  I   0.4  I   0.0  I   0.0  I   1.1  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              8.   I     2  I     0  I     1  I     0  I     0  I     1  I     0  I      4
                   I  50.0  I   0.0  I  25.0  I   0.0  I   0.0  I  25.0  I   0.0  I    1.4
                   I   1.8  I   0.0  I   3.0  I   0.0  I   0.0  I   1.0  I   0.0  I
                   I   0.7  I   0.0  I   0.4  I   0.0  I   0.0  I   0.4  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
              9.   I     1  I     0  I     0  I     0  I     0  I     1  I     0  I      2
                   I  50.0  I   0.0  I   0.0  I   0.0  I   0.0  I  50.0  I   0.0  I    0.7
                   I   0.9  I   0.0  I   0.0  I   0.0  I   0.0  I   1.0  I   0.0  I
                   I   0.4  I   0.0  I   0.0  I   0.0  I   0.0  I   0.4  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             10.   I     2  I     0  I     2  I     0  I     0  I     1  I     0  I      5
                   I  40.0  I   0.0  I  40.0  I   0.0  I   0.0  I  20.0  I   0.0  I    1.8
                   I   1.8  I   0.0  I   6.1  I   0.0  I   0.0  I   1.0  I   0.0  I
                   I   0.7  I   0.0  I   0.7  I   0.0  I   0.0  I   0.4  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
           COLUMN       112       12       33        5       23       96        2      283
           TOTAL       39.6      4.2     11.7      1.8      8.1     33.9      0.7    100.0

CHI SQUARE =    61.46329 WITH  54 DEGREES OF FREEDOM   SIGNIFICANCE =  0.2263
NUMBER OF MISSING OBSERVATIONS =       20
```

SIZE OF HOUSEHOLD

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                      ETVHELP
            COUNT   I
            ROW PCT I                      ROW
            COL PCT I                      TOTAL
            TOT PCT I        1.I       2.I
HHSIZE      --------I---------I---------I
                 1. I      1  I      3  I      4
                    I   25.0  I   75.0  I    1.4
                    I    0.8  I    1.9  I
                    I    0.4  I    1.1  I
                   -I---------I---------I
                 2. I     13  I     21  I     34
                    I   38.2  I   61.8  I   12.1
                    I   10.5  I   13.4  I
                    I    4.6  I    7.5  I
                   -I---------I---------I
                 3. I     22  I     35  I     57
                    I   38.6  I   61.4  I   20.3
                    I   17.7  I   22.3  I
                    I    7.8  I   12.5  I
                   -I---------I---------I
                 4. I     30  I     41  I     71
                    I   42.3  I   57.7  I   25.3
                    I   24.2  I   26.1  I
                    I   10.7  I   14.6  I
                   -I---------I---------I
                 5. I     27  I     33  I     60
                    I   45.0  I   55.0  I   21.4
                    I   21.8  I   21.0  I
                    I    9.6  I   11.7  I
                   -I---------I---------I
                 6. I     12  I     14  I     26
                    I   46.2  I   53.8  I    9.3
                    I    9.7  I    8.9  I
                    I    4.3  I    5.0  I
                   -I---------I---------I
                 7. I     14  I      4  I     18
                    I   77.8  I   22.2  I    6.4
                    I   11.3  I    2.5  I
                    I    5.0  I    1.4  I
            --------I---------I---------I
                 8. I      2  I      2  I      4
                    I   50.0  I   50.0  I    1.4
                    I    1.6  I    1.3  I
                    I    0.7  I    0.7  I
                   -I---------I---------I
                 9. I      1  I      1  I      2
                    I   50.0  I   50.0  I    0.7
                    I    0.8  I    0.6  I
                    I    0.4  I    0.4  I
                   -I---------I---------I
                10. I      2  I      3  I      5
                    I   40.0  I   60.0  I    1.8
                    I    1.6  I    1.9  I
                    I    0.7  I    1.1  I
                   -I---------I---------I
              COLUMN     124       157       281
               TOTAL    44.1      55.9     100.0

CHI SQUARE =    10.32788 WITH   9 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =        22
                                        SIGNIFICANCE =  0.3246
```

SUMMARY OF CONDITION I, NO-ETV AND CONDITION V, GED "WALK-INS"

CONDITION	Number	MEDIAN
I NO-ETV		
Learning Center	149	3.04
Home Instruction	111	4.3
Traditional Class	122	4.02
Win Class	74	Missing
V GED "Walk-ins"	103	Missing

There was no significant difference in the size of household in treatment conditions nor in ETV conditions.

	Mean	
SIZE OF HOUSEHOLD, ETV-NO SUPPORT	4.5	σ 1.75
SIZE OF HOUSEHOLD, ETV-WITH SUPPORT	4.1	σ 1.6

FAMILY INCOME

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                  TREAT
          COUNT  I
        ROW PCT  IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS   ROW
        COL PCT  I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY     TOTAL
        TOT PCT  I.     1.I      2.I      4.I      4.I      5.I      7.I     12.I
FAMINC           --------I--------I--------I--------I--------I--------I--------I
              1. I     8  I     2  I     5  I     0  I     4  I    10  I     1  I     30
 LESS THN $4500  I  26.7  I   6.7  I  16.7  I   0.0  I  13.3  I  33.3  I   3.3  I   11.9
                 I   7.5  I  16.7  I  15.6  I   0.0  I  16.7  I  13.7  I  50.0  I
                 I   3.2  I   0.8  I   2.0  I   0.0  I   1.6  I   4.0  I   0.4  I
                -I--------I--------I--------I--------I--------I--------I--------I
              2. I    31  I     1  I     6  I     1  I    11  I    19  I     0  I     69
 $4500 -   6500  I  44.9  I   1.4  I   8.7  I   1.4  I  15.9  I  27.5  I   0.0  I   27.3
                 I  29.0  I   8.3  I  18.8  I  33.3  I  45.8  I  26.0  I   0.0  I
                 I  12.3  I   0.4  I   2.4  I   0.4  I   4.3  I   7.5  I   0.0  I
                -I--------I--------I--------I--------I--------I--------I--------I
              3. I    68  I     9  I    21  I     2  I     9  I    44  I     1  I    154
 MORE THN $6500  I  44.2  I   5.8  I  13.6  I   1.3  I   5.8  I  28.6  I   0.6  I   60.9
                 I  63.6  I  75.0  I  65.6  I  66.7  I  37.5  I  60.3  I  50.0  I
                 I  26.9  I   3.6  I   8.3  I   0.8  I   3.6  I  17.4  I   0.4  I
                -I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      107       12       32        3       24       73        2      253
          TOTAL     42.3      4.7     12.6      1.2      9.5     28.9      0.8    100.0
CHI SQUARE =    14.88998 WITH  12 DEGREES OF FREEDOM   SIGNIFICANCE =  0.2475
NUMBER OF MISSING OBSERVATIONS =        50
```

CROSS TABULATION OF ETV CONDITIONS: (1) NO SUPPORT (2) SUPPORT

```
                  ETVHELP
          COUNT  I
        ROW PCT  I                    ROW
        COL PCT  I                    TOTAL
        TOT PCT  I      1.I      2.I
FAMINC           --------I--------I
              1. I    10  I    19  I     29
 LESS THN $4500  I  34.5  I  65.5  I   11.6
                 I   8.4  I  14.4  I
                 I   4.0  I   7.6  I
                -I--------I--------I
              2. I    32  I    37  I     69
 $4500 -   6500  I  46.4  I  53.6  I   27.5
                 I  26.9  I  28.0  I
                 I  12.7  I  14.7  I
                -I--------I--------I
              3. I    77  I    76  I    153
 MORE THN $6500  I  50.3  I  49.7  I   61.0
                 I  64.7  I  57.6  I
                 I  30.7  I  30.3  I
                -I--------I--------I
         COLUMN      119      132      251
          TOTAL     47.4     52.6    100.0
CHI SQUARE =     2.49534 WITH   2 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =        52
                                         SIGNIFICANCE =  0.2872
```

There was no significant difference in family income in treatment conditions nor in television conditions.

Eleven and nine tenths percent (11.9%) of all those people in the AAEC population had incomes of $4,500 or less and 27.3 percent had incomes of $6,500 or less. This would place a fairly large segment of the AAEC population below the poverty levels as defined by the Federal government's Community Service Agency when the data on family income is equated with size of household.

The mean of size of family for those receiving ETV with support was 4.1 persons (σ 1.6) and those without support was 4.5 (σ 1.75).

The following are current poverty levels as defined in the CSA guidelines:

CSA poverty guidelines for all States except Alaska and Hawaii

Family size	Nonfarm family	Farm family
1	$2,590	$2,200
2	3,410	2,900
3	4,230	3,600
4	5,050	4,300
5	5,870	5,000
6	6,690	5,700

For family units with more than 6 members add $820 for each additional member in a nonfarm family and $700 for each additional member in a farm family.

The AAEC data tends to confirm staff experience in interviews with persons indicating pre-broadcast interest in ETV/GED. Most appeared to be affluent and economically secure. More than 60 percent of the total population had incomes of more than $6,500.

EMPLOYMENT STATUS

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                   TREAT
          COUNT   I
          ROW PCT IET ALUNE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS   ROW
          COL PCT I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY     TOTAL
          TOT PCT I     1.I      2.I      3.I      4.I      5.I      7.I     12.I
EMPSTAT   --------I--------I--------I--------I--------I--------I--------I--------I
              1.  I    50  I     4  I    16  I     0  I    10  I    55  I     0  I   135
  EMPLOYED        I  37.0  I   3.0  I  11.9  I   0.0  I   7.4  I  40.7  I   0.0  I  45.0
                  I  44.6  I  33.3  I  47.1  I   0.0  I  37.0  I  51.4  I   0.0  I
                  I  16.7  I   1.3  I   5.3  I   0.0  I   3.3  I  18.3  I   0.0  I
                 -I--------I--------I--------I--------I--------I--------I--------I
              2.  I    13  I     1  I     6  I     0  I     7  I    22  I     0  I    49
  UNEMPLOYED      I  26.5  I   2.0  I  12.2  I   0.0  I  14.3  I  44.9  I   0.0  I  16.3
                  I  11.6  I   8.3  I  17.6  I   0.0  I  25.9  I  20.6  I   0.0  I
                  I   4.3  I   0.3  I   2.0  I   0.0  I   2.3  I   7.3  I   0.0  I
                 -I--------I--------I--------I--------I--------I--------I--------I
              3.  I    49  I     7  I    12  I     6  I    10  I    30  I     2  I   116
  HOUSEWIFE       I  42.2  I   6.0  I  10.3  I   5.2  I   8.6  I  25.9  I   1.7  I  38.7
                  I  43.8  I  58.3  I  35.3  I 100.0  I  37.0  I  28.0  I 100.0  I
                  I  16.3  I   2.3  I   4.0  I   2.0  I   3.3  I  10.0  I   0.7  I
                 -I--------I--------I--------I--------I--------I--------I--------I
           COLUMN     112       12       34        6       27      107        2      300
           TOTAL     37.3      4.0     11.3      2.0      9.0     35.7      0.7    100.0

CHI SQUARE =    24.36624 WITH  12 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0181
NUMBER OF MISSING OBSERVATIONS =        3
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
          COUNT   I
          ROW PCT I                    ROW
          COL PCT I                    TOTAL
          TOT PCT I      1.I      2.I
EMPSTAT   --------I--------I--------I
              1.  I    54  I    81  I   135
  EMPLOYED        I  40.0  I  60.0  I  45.3
                  I  43.5  I  46.6  I
                  I  18.1  I  27.2  I
                 -I--------I--------I
              2.  I    14  I    35  I    49
  UNEMPLOYED      I  28.6  I  71.4  I  16.4
                  I  11.3  I  20.1  I
                  I   4.7  I  11.7  I
                 -I--------I--------I
              3.  I    56  I    58  I   114
  HOUSEWIFE       I  49.1  I  50.9  I  38.3
                  I  45.2  I  33.3  I
                  I  18.8  I  19.5  I
                 -I--------I--------I
           COLUMN     124      174      298
           TOTAL     41.6     58.4    100.0

CHI SQUARE =     6.22095 WITH   2 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =       5
                                           SIGNIFICANCE =  0.0446
```

SUMMARY OF CONDITION I, NO-ETV AND CONDITION V, GED "WALK-INS"

Employment Status

CONDITION	Number	Employed	Unemployed	Housewife	Missing
I NO-ETV					
Learning Center	149	16%	26%	5%	53%
Home Instruction	111	23%	21%	55.9%	-
Traditional Class	122	48%	36%	13%	3%
Win Class	74	Missing			
V GED "Walk-ins"	103				

There is a significant difference in the employment status of the AAEC populations in treatment conditions and in ETV conditions.

Unemployed persons tend to seek or receive help (support) in formal teaching/learning systems.

Housewives tend to study by television alone.

PUBLIC ASSISTANCE

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                 TREAT
        COUNT   I
        ROW PCT IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS   ROW
        COL PCT I URBAN    RURAL    CENTER  INS URBN INS RURL CLASS    ONLY      TOTAL
        TOT PCT I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
PUBA    --------I--------I--------I--------I--------I--------I--------I--------I
             1. I     7  I     1  I     2  I     0  I     2  I    13  I     1  I    26
  YES           I  26.9  I   3.8  I   7.7  I   0.0  I   7.7  I  50.0  I   3.8  I  13.2
                I   9.2  I   9.1  I   6.3  I   0.0  I   7.7  I  28.3  I  50.0  I
                I   3.6  I   0.5  I   1.0  I   0.0  I   1.0  I   6.6  I   0.5  I
               -I--------I--------I--------I--------I--------I--------I--------I
             2. I    69  I    10  I    30  I     4  I    24  I    33  I     1  I   171
  NO            I  40.4  I   5.8  I  17.5  I   2.3  I  14.0  I  19.3  I   0.6  I  86.8
                I  90.8  I  90.9  I  93.8  I 100.0  I  92.3  I  71.7  I  50.0  I
                I  35.0  I   5.1  I  15.2  I   2.0  I  12.2  I  16.8  I   0.5  I
               -I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      76       11       32        4       26       46        2     197
          TOTAL    38.6      5.6     16.2      2.0     13.2     23.4      1.0   100.0

CHI SQUARE =    15.33621 WITH   6 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0178
NUMBER OF MISSING OBSERVATIONS =      106
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                 ETVHELP
        COUNT   I
        ROW PCT I
        COL PCT I                    ROW
        TOT PCT I      1.I      2.I  TOTAL
PUBA    --------I--------I--------I
             1. I     8  I    17  I    25
  YES           I  32.0  I  68.0  I  12.8
                I   9.2  I  15.7  I
                I   4.1  I   8.7  I
               -I--------I--------I
             2. I    79  I    91  I   170
  NO            I  46.5  I  53.5  I  87.2
                I  90.8  I  84.3  I
                I  40.5  I  46.7  I
               -I--------I--------I
         COLUMN      87      108     195
          TOTAL    44.6     55.4   100.0

CORRECTED CHI SQUARE =      1.30774     WITH 1 DEGREE OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =     108
                                          SIGNIFICANCE =  0.2528
```

Only 25 persons (13.2%) in the AAEC population sampled were on public assistance (with 108 missing cases).

There was no significant difference in persons on public assistance in television conditions. However, in treatment conditions, 28.3 percent (46 persons) in ETV traditional classes were on public assistance--a significant difference in treatment conditions.

The AAEC can only speculate why this difference occurred. It may have been related to agency referrals to formal programs, or that the several AAEC urban sites are served by traditional classes, or that severely disadvantaged persons require the discipline and structures of traditional situations--home conditions may inhibit learning. The reverse seemed to exist among the more affluent student, many of whom chose to study ETV-alone in their homes.

RECRUITMENT

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
                   TREAT
          COUNT    I
         ROW PCT   IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS   ROW
         COL PCT   I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY     TOTAL
         TOT PCT   I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
RECRU     ---------I--------I--------I--------I--------I--------I--------I--------I
             1.    I     0  I     0  I     1  I     0  I     3  I     2  I     0  I     6
   RADIO           I   0.0  I   0.0  I  16.7  I   0.0  I  50.0  I  33.3  I   0.0  I   2.2
                   I   0.0  I   0.0  I   2.9  I   0.0  I  12.0  I   2.4  I   0.0  I
                   I   0.0  I   0.0  I   0.4  I   0.0  I   1.1  I   0.7  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             2.    I    19  I     2  I     6  I     2  I     2  I     1  I     1  I    33
   TV              I  57.6  I   6.1  I  18.2  I   6.1  I   6.1  I   3.0  I   3.0  I  12.1
                   I  17.1  I  16.7  I  17.6  I  33.3  I   8.0  I   1.2  I  50.0  I
                   I   7.0  I   0.7  I   2.2  I   0.7  I   0.7  I   0.4  I   0.4  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             3.    I    10  I     2  I     2  I     0  I     4  I     6  I     0  I    24
   NEWS-    PAPER  I  41.7  I   8.3  I   8.3  I   0.0  I  16.7  I  25.0  I   0.0  I   8.8
                   I   9.0  I  16.7  I   5.9  I   0.0  I  16.0  I   7.2  I   0.0  I
                   I   3.7  I   0.7  I   0.7  I   0.0  I   1.5  I   2.2  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             4.    I    22  I     7  I    15  I     3  I    15  I    32  I     1  I    95
   PERSON          I  23.2  I   7.4  I  15.8  I   3.2  I  15.8  I  33.7  I   1.1  I  34.8
                   I  19.8  I  58.3  I  44.1  I  50.0  I  60.0  I  38.6  I  50.0  I
                   I   8.1  I   2.6  I   5.5  I   1.1  I   5.5  I  11.7  I   0.4  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             5.    I    36  I     1  I     4  I     0  I     0  I     1  I     0  I    42
   FLYER           I  85.7  I   2.4  I   9.5  I   0.0  I   0.0  I   2.4  I   0.0  I  15.4
                   I  32.4  I   8.3  I  11.8  I   0.0  I   0.0  I   1.2  I   0.0  I
                   I  13.2  I   0.4  I   1.5  I   0.0  I   0.0  I   0.4  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
             6.    I    24  I     0  I     6  I     1  I     1  I    41  I     0  I    73
   OTHER           I  32.9  I   0.0  I   8.2  I   1.4  I   1.4  I  56.2  I   0.0  I  26.7
                   I  21.6  I   0.0  I  17.6  I  16.7  I   4.0  I  49.4  I   0.0  I
                   I   8.8  I   0.0  I   2.2  I   0.4  I   0.4  I  15.0  I   0.0  I
                  -I--------I--------I--------I--------I--------I--------I--------I
          COLUMN        111       12       34        6       25       83        2     273
           TOTAL       40.7      4.4     12.5      2.2      9.2     30.4      0.7   100.0

CHI SQUARE =   113.79472 WITH  30 DEGREES OF FREEDOM  SIGNIFICANCE =  0.0000
NUMBER OF MISSING OBSERVATIONS =       30
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
                   ETVHELP
          COUNT    I
         ROW PCT   I                    ROW
         COL PCT   I                    TOTAL
         TOT PCT   I      1.I      2.I
RECRU     ---------I--------I--------I
             1.    I     0  I     6  I     6
   RADIO           I   0.0  I 100.0  I   2.2
                   I   0.0  I   4.1  I
                   I   0.0  I   2.2  I
                  -I--------I--------I
             2.    I    21  I    11  I    32
   TV              I  65.6  I  34.4  I  11.8
                   I  17.1  I   7.4  I
                   I   7.7  I   4.1  I
                  -I--------I--------I
             3.    I    12  I    12  I    24
   NEWS-    PAPER  I  50.0  I  50.0  I   8.9
                   I   9.8  I   8.1  I
                   I   4.4  I   4.4  I
                  -I--------I--------I
             4.    I    29  I    65  I    94
   PERSON          I  30.9  I  69.1  I  34.7
                   I  23.6  I  43.9  I
                   I  10.7  I  24.0  I
                  -I--------I--------I
             5.    I    37  I     5  I    42
   FLYER           I  88.1  I  11.9  I  15.5
                   I  30.1  I   3.4  I
                   I  13.7  I   1.8  I
                  -I--------I--------I
             6.    I    24  I    49  I    73
   OTHER           I  32.9  I  67.1  I  26.9
                   I  19.5  I  33.1  I
                   I   8.9  I  18.1  I
                  -I--------I--------I
          COLUMN        123      148     271
           TOTAL       45.4     54.6   100.0

CHI SQUARE =    54.00812 WITH   5 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =       32
```

There was no significant difference in the recruitment of AAEC populations by treatment condition nor by television condition.

Urban populations in the no-support television condition responded to TV and the promotional flyers (32.4%) distributed by schools and agencies (many rural schools were either not in session or just opening which confused and inhibited promotional materials distribution).

A relatively high percentage of the AAEC population was recruited in all conditions by AAEC personal contact, a friend, or actions taken by adult education leaders in the ETV support conditions.

STUDENT GOAL

CROSS TABULATION BY CONDITIONS II & III, ALL TREATMENT GROUPS

```
               TREAT
      COUNT   I
     ROW PCT  IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS   ROW
     COL PCT  I URBAN    RURAL    CENTER   INS URBN INS RURL  CLASS    ONLY     TOTAL
     TOT PCT  I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
STGOAL        --------I--------I--------I--------I--------I--------I--------I
          1.  I    89  I     9  I    33  I     6  I    27  I    99  I     2  I   265
  GED         I  33.6  I   3.4  I  12.5  I   2.3  I  10.2  I  37.4  I   0.8  I  88.9
              I  80.2  I  75.0  I  97.1  I 100.0  I 100.0  I  93.4  I 100.0  I
              I  29.9  I   3.0  I  11.1  I   2.0  I   9.1  I  33.2  I   0.7  I
             -I--------I--------I--------I--------I--------I--------I--------I
          2.  I    19  I     3  I     1  I     0  I     0  I     7  I     0  I    30
  JOB         I  63.3  I  10.0  I   3.3  I   0.0  I   0.0  I  23.3  I   0.0  I  10.1
              I  17.1  I  25.0  I   2.9  I   0.0  I   0.0  I   6.6  I   0.0  I
              I   6.4  I   1.0  I   0.3  I   0.0  I   0.0  I   2.3  I   0.0  I
             -I--------I--------I--------I--------I--------I--------I--------I
          -.  I     3  I     0  I     0  I     0  I     0  I     0  I     0  I     3
  OTHER       I 100.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   1.0
              I   2.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
              I   1.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
             -I--------I--------I--------I--------I--------I--------I--------I
      COLUMN     111       12       34        6       27      106        2      298
       TOTAL    37.2      4.0     11.4      2.0      9.1     35.6      0.7    100.0
CHI SQUARE =     21.88391 WITH  12 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0388
NUMBER OF MISSING OBSERVATIONS =        5
```

CROSS TABULATION OF ETV TREATMENTS: (1) NO SUPPORT (2) SUPPORT

```
               ETVHELP
        COUNT  I
      ROW PCT  I.                   ROW
      COL PCT  I                    TOTAL
      TOT PCT  I      1.I      2.I
STGOAL         --------I--------I
           1.  I    98  I   165  I    263
  GED          I  37.3  I  62.7  I   88.9
               I  79.7  I  95.4  I
               I  33.1  I  55.7  I
              -I--------I--------I
           2.  I    22  I     8  I     30
  JOB          I  73.3  I  26.7  I   10.1
               I  17.9  I   4.6  I
               I   7.4  I   2.7  I
              -I--------I--------I
           3.  I     3  I     0  I      3
  OTHER        I 100.0  I   0.0  I    1.0
               I   2.4  I   0.0  I
               I   1.0  I   0.0  I
              -I--------I--------I
       COLUMN     123      173        296
        TOTAL    41.6     58.4      100.0
CHI SQUARE =    18.68937 WITH    2 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS =          7
                                  SIGNIFICANCE =  0.0001
```

Seventeen and nine tenths (17.9) percent of those people engaged in ETV alone condition expressed a job-related GED goal. Four and six tenths (4.6) percent of those engaged in ETV with support also expressed a job-related GED goal--all others simply stated a goal of a GED.

The AAEC in interviews found many persons who were self-sufficient and economically secure who recognized the ETV/GED as a convenient way of getting a high school certification "something they had always wanted."

LAST GRADE COMPLETED

CROSS TABULATION BY CONDITION II & III, ALL TREATMENT GROUPS

```
                     TREAT
              COUNT I
            ROW PCT IET ALONE ET ALONE ET LEARN ET HOME  ET HOME  ET TRADN HOME INS     ROW
            COL PCT I URBAN    RURAL    CENTER  INS URBN INS RURL  CLASS    ONLY       TOTAL
            TOT PCT I      1.I      2.I      3.I      4.I      5.I      7.I     12.I
LGCG       ---------I--------I--------I--------I--------I--------I--------I--------I
                 1. I     4  I     0  I     3  I     0  I     3  I     3  I     0  I     13
  6-TH AND 7-TH     I  30.8  I   0.0  I  23.1  I   0.0  I  23.1  I  23.1  I   0.0  I    4.3
                    I   3.6  I   0.0  I   9.1  I   0.0  I  11.1  I   2.8  I   0.0  I
                    I   1.3  I   0.0  I   1.0  I   0.0  I   1.0  I   1.0  I   0.0  I
                   -I--------I--------I--------I--------I--------I--------I--------I
                 2. I    26  I     2  I     4  I     0  I     7  I    19  I     1  I     59
  8-TH              I  44.1  I   3.4  I   6.8  I   0.0  I  11.9  I  32.2  I   1.7  I   19.7
                    I  23.2  I  16.7  I  12.1  I   0.0  I  25.9  I  17.8  I  50.0  I
                    I   8.7  I   0.7  I   1.3  I   0.0  I   2.3  I   6.4  I   0.3  I
                   -I--------I--------I--------I--------I--------I--------I--------I
                 3. I    24  I     2  I     9  I     3  I     6  I    30  I     0  I     74
  9-TH              I  32.4  I   2.7  I  12.2  I   4.1  I   8.1  I  40.5  I   0.0  I   24.7
                    I  21.4  I  16.7  I  27.3  I  50.0  I  22.2  I  28.0  I   0.0  I
                    I   8.0  I   0.7  I   3.0  I   1.0  I   2.0  I  10.0  I   0.0  I
                   -I--------I--------I--------I--------I--------I--------I--------I
                 4. I    34  I     3  I     9  I     3  I     5  I    36  I     1  I     91
  10-TH             I  37.4  I   3.3  I   9.9  I   3.3  I   5.5  I  39.6  I   1.1  I   30.4
                    I  30.4  I  25.0  I  27.3  I  50.0  I  18.5  I  33.6  I  50.0  I
                    I  11.4  I   1.0  I   3.0  I   1.0  I   1.7  I  12.0  I   0.3  I
                   -I--------I--------I--------I--------I--------I--------I--------I
                 5. I    21  I     5  I     8  I     0  I     6  I    18  I     0  I     58
  11-TH             I  36.2  I   8.6  I  13.8  I   0.0  I  10.3  I  31.0  I   0.0  I   19.4
                    I  18.8  I  41.7  I  24.2  I   0.0  I  22.2  I  16.8  I   0.0  I
                    I   7.0  I   1.7  I   2.7  I   0.0  I   2.0  I   6.0  I   0.0  I
                   -I--------I--------I--------I--------I--------I--------I--------I
                 6. I     3  I     0  I     0  I     0  I     0  I     1  I     0  I      4
  12-TH AND 13-TH   I  75.0  I   0.0  I   0.0  I   0.0  I   0.0  I  25.0  I   0.0  I    1.3
                    I   2.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.9  I   0.0  I
                    I   1.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.3  I   0.0  I
                   -I--------I--------I--------I--------I--------I--------I--------I
             COLUMN     112       12       33        6       27      107        2        299
              TOTAL    37.5      4.0     11.0      2.0      9.0     35.8      0.7      100.0

CHI SQUARE =     25.27966 WITH  30 DEGREES OF FREEDOM   SIGNIFICANCE =  0.7113
```

COMPARISON LAST GRADE COMPLETED, ALL CONDITIONS

CONDITIONS	SAMPLE POPULATIONS					LAST GRADE COMPLETED		
	Proposed	Actual		Total Valid		Mean X	σ	Median
		Show I	Show II					
I NO - ETV Personal Support								
A Learning Center	50	249		149				9.75
B Home Study	25	351		111				9.1
C Classroom	50	350+		122				8.7
II ETV - ALONE					124	9.49	1.3	9.6
A. Urban	50	161		112		9.45		9.6
B. Rural	50	27	(58)	12		9.9		10.1
III ETV + SUPPORT					173	9.4	1.2	9.5
A. Learning Center	50	36		34		9.4		9.6
B. Home Study Urban	25	60		6		9.5		9.5
Rural	25	30		27		9.2		9
C. Classroom	50	201		106		9.45		9.5
V NO TREATMENT GED "walk-in"	50	103		103				9.8

The $\bar{x}$ mean last grade completed for those persons engaged in ETV-alone was 9.5 (σ 1.3).

The $\bar{x}$ mean last grade completed for those persons engaged in ETV-with support was 9.4 (σ 1.2).

Data in the preceding table shows a median range of 8.7 years of school completed for the traditional class no ETV students to 9.8 for those adults who received no formal instruction or viewing of the GED series (i. e., walked in off the street and took the GED test).

The nature of the ETV program, content and promotion set the parameters criterion for recruitment and screening. The program advertised a design and content for persons achieving above the equivalence of the seventh grade. The initial population (those in the AAEC population) were: (1) highly motivated as evidenced by immediate response to promotion and (2) close to mastery as evidenced by last grade completed and confirmed in the AAEC population in pre-testing.

The System Development Corporation's Final Report "A Longitudinal Evaluation of the Adult Basic Education Programs" November, 1975, showed the national statistics for last grade completed for students enrolled in adult education program to be 10.2.

SUMMARY: DEMOGRAPHIC INFORMATION CONDITIONS II AND III

AGE

Mean	30.738
Mode	18.000
Median	28.214

Valid Cases 298 Missing Cases 5

SEX

Male	28.5%
Female	71.5%

Valid Cases 302 Missing Cases 1

RACE

White	85.7%
Black	13.6%
Other	0.8%

Valid Cases 265 Missing Cases 38

MARITAL STATUS

Single	23.3%
Married	76.7%

Valid Cases 287 Missing Cases 16

SIZE OF HOUSEHOLD

One	1.4%
Two	12.0
Three	20.5
Four	25.1
Five	21.6
Six	9.2
Seven	6.4
Eight	1.4
Nine	0.7
Ten	1.8

Mean	4.300
Mode	4.000
Median	4.141

Valid Cases 283 Missing Cases 20

LAST GRADE COMPLETED

Sixth	1.7%
Seventh	2.7%
Eighth	19.7%
Ninth	24.7%
Tenth	30.4%
Eleventh	19.4%
Twelfth	0.7%
Thirteenth	0.7%

Mean	9.438
Mode	10.000
Median	9.538

Valid Cases 299 Missing Cases 4

EXIT INFORMATION

Continuing	45.6%
GED	22.7
Job	6.5
Health	2.8
Lost Interest	10.6
Moved	4.2
Other	7.4

Valid Cases 216 Missing Cases 87

STUDY ALONE

Yes	55.9%
No	44.1

Valid Cases 93 Missing Cases 210

EMPLOYMENT STATUS

Employed	45.0%
Unemployed	16.3%
Housewife	38.7%

Valid Cases 300 Missing Cases 3

PUBLIC ASSISTANCE

Yes	13.2%
No	86.8%

Valid Cases 197 Missing Cases 106

FAMILY INCOME

Less than $4,500	11.9%
$4,500-$6,500	27.3%
More than $6,500	60.9%

Valid Cases 253 Missing Cases 50

RECRUITMENT

Radio	2.2%
Television	12.1%
Newspaper	8.8%
Person	34.8%
Flyer	15.4%
Other	26.7%

Valid Cases 273 Missing Cases 30

STUDENT GOAL

GED	88.9%
Job	10.1%
Other	1.0%

Valid Cases 298 Missing Cases 5

HELP RECEIVED FROM

Other Student	11.6%
Family Member	46.5
Learning Center	9.3
ABE Night Class	30.2
Library	2.3

Valid Cases 43 Missing Cases 260

INSTRUCTIONAL HOURS

Mean	23.302
Mode	17.000
Median	16.857

ValidCases 172 Missing Cases 131

INDEPENDENT STUDY HOURS

Mean	33.176
Mode	6.000
Median	19.6000

Valid Cases 119 Missing Cases 184

TREATMENT CONDITIONS

Television Alone	41.5%
Learning Center	11.3
Television Home Instruction	11.0
Traditional Calss	36.2

Valid Cases 301 Missing Cases 2

Retention: 56% (29% GED Exams)

The table below briefly describes exit information as of June 5, 1975. The retention of adult students was 48.9% or 148 students out the the AAEC total 303 valid population.

Since assessing the retention and exit information reported in the table above, the AAEC monitoring activities and "tracking" of dropouts have enabled the Center to obtain post-test data on 170 study clients representative of 56% of the total AAEC population of 303. An additional thirty-eight (38) AAEC clients have since taken the GED.

The importance of follow-up activities cannot be over emphasized. Many dropouts were re-engaged in viewing the series and thirty-eight others were encouraged to actually take the GED examination.

RETENTION AND EXIT INFORMATION

June 5, 1975

July 30, 1975

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)		
CONTINUING	1.	99	32.7	45.8	45.8		
GED	2.	49	16.2	22.7	68.5	+38	170=56%
DROPOUT	3.	68	22.4	31.5	100.0		
MISSING	0.	87	28.7	missing	100.0		
	TOTAL	303	100.0	100.0			

The AAEC was able to focus upon a major problem inherent in the KET/GED system particularly apparent among students independently engaged in the series, at home, without support in monitoring activities.

Persons in Condition II-ETV-no support were generally close to mastery with knowledge needs only in special content areas. They became bored with programs related to previously learned content and many withdrew from viewing and the system.

The AAEC recognized a real need for the individualization of both the broadcast and software usage.

The TABE, already in use in the AAEC study, was used as a diagnostic instrument and linked to a content analysis of the broadcast and the software thus allowing for the individualization and prescription of the series.

The KET/GED/IPI system was field tested successfully in four learning centers. (It has not been field tested with clients engaged in open broadcast.)

The AAEC staff is certain that personal contact combined with diagnosis and individually prescribed ETV will strengthen both retention and student GED achievement.

Testing and Achievement

Initial AAEC populations were considered valid only when complete demographic data had been collected and a pre-test had been administered and verified.

Post-test Form

Although all of the participants in the KET/GED study were pre-tested with the Test of Adult Basic Education (TABE) Level D, only 120 of approximately 170 post-tested students were post-tested with the TABE. Because of a local GED screening policy in some of our sites, we were unable to administer the TABE as a post-test to about 50 of the KET/GED participants. These people were post-tested with the California Achievement Test (CAT), Advanced Level. In addition to these 50 participants,103 no-GED preparation people in the no-ETV delivery system took the CAT as their only pre-GED achievement (screening) measurement instrument.

To our knowledge, no one has completed a reliable correlation between the TABE, Level D, and the CAT, Advanced Level. Since we cannot compute a valid correlation between post-test TABE and CAT scores, we have reported all post-test scores by test form and have had to eliminate all TABE pre-test/CAT post-test gains in the AAEC formal analysis.

The AAEC, however, did perform an ANOVA between (1) the post-test TABE and the GED scores and (2) post-test CAT and the GED scores. Although the population (N's) were low in this final analysis with too few clients actually engaging in the GED, the post-test data on both the TABE and the CAT correlated highly with achievement on the GED on several sub-tests. The AAEC conclusions are that both the TABE and the CAT are reasonable instruments for predicting GED success.

Elapsed Months Between Pre- and Post-tests

The median elapsed months for the participants in the KET/GED study are reported in the following table.

FREQUENCY DISTRIBUTION

ELAPSED MONTHS BETWEEN PRE- AND POST-TEST FOR TOTAL POPULATION (BASED UPON A 10 MONTH YEAR)

MONTHS	NUMBER	PERCENT
1	5	2.9
2	5	2.9
3	50	29.2
4	38	22.2
5	54	31.6
6	12	7.0
7	5	2.9
9	1	0.6
unknown	1	0.6

Mean = 4.199 Mode = 5.000 Median = 4.171 Valid Cases = 117
Missing Cases = 132

The elapsed months between the pre- and post-tests for participants in the no television condition are reported below.

MEDIAN ELAPSED MONTHS:
CONDITION I AND CONDITION V

CONDITION	Number					
I NO-ETV						
Learning Center	149	2.8				
Home Instruction	111	7.6				
Traditional Class	122	4.5				
Win Class	74	2.9				
V GED "Walk-ins"	103	2.3	(between	screening	test and	GED)

In comparing the two tables we note that the range of the median elapsed months ranges from 2.68 for persons enrolled in the WIN class to a high of 7.6 for home instruction participants.

The median elapsed months for those persons utilizing television is 4.2 months.

The GED/ETV broadcast of the complete series spanned four months. Many clients chose to continue to study in a second broadcast cycle and can be considered unprepared for post-test or GED. (Most continuing clients pre-tested below the eighth (8th) grade.)

Clients close to achievement--some far beyond the minimum level for predictable success on the GED--engaged in the series for three, two, or even one month. Sixty persons (60) chose to take a post-test before the broadcast series had been completed,probably for two reasons: (1) the pre-test clearly predicted GED mastery with little or no preparation required--counselors made recommendations for immediate GED testing in many instances. (2) Clients were convinced of their personal achievement after viewing portions of the series and chose to take a post-test required to take the GED.

Unfortunately, specific data on the total population in these categories of behavior has been "muddied" and was beyond the AAEC control since often the CAT was administered to determine authorization to take the GED.

The second section of the AAEC analysis deals with all valid test data, both pre- and post-tests, and achievement gains for all valid conditions. The data has been summarized in the following section.

CONDITION:		Last Grade Compl.	READING			MATHEMATICS			LANGUAGE			TOTAL BATTERY			GED								
			Pre-T	Post-T	GAIN	Pre-T	Post-T	GAIN	Pre-T	Post-T	GAIN	Pre-T	Post-T	GAIN	English	Social Studies	Science	Literature	Math	Average GED	FAIL	PASS	%
I-NO ETV																							
Learning Center	MEDIAN N 149	9.75	9.3	9.9	.85	7.7	9.3	1.1	9.1	9.8	.6	8.7	9.6	.94							?	39	26%
Home Study	MEDIAN N 111	9.1	8.7	9.7	1.0	8.1	9.2	.9	8.4	9.4	.95	8.5	9.7	1.0							?	13	11.7%
Trad. Class	MEDIAN N 122	8.7	8.1	8.9	.63	7.3	7.8	.57	7.6	8.3	.57	7.6	8.4	.7							?	16	13.1%
Win Class	MEDIAN N 74	9.6	6.97	7.9	1.0	6.9	7.8	.8	7.6	8.4	.83	7.0	8.03	.8							?	7	9.3%
II- ETV-NO SUPPORT																					0	25	20%
Urban	MEDIAN	9.6	10.6	11.2	.59	8.6	10.7	1.4	9.7	10.5	.55	9.6	10.9	.66	48	52	52	51.7	44	50	0	19	17%
	X	9.4	10.2	11.1	.66	8.8	10.5	1.6	9.4	10.3	.71	9.5	10.7	1.1	48.3	52	52	51.3	45.8	49.8			
	X σ		1.5	1.4		1.6	1.6		1.7	1.3		1.5	1.4		4.7	4.1	4.8	4.5	5.5	2.9			
	N		113	52											13								
Rural	MEDIAN	10.7	11.3	12.0	.63	9.2	11.5	1.8	10.7	11.3	.9	10.5	11.7	1.3	47	50	48	53	40	47.6	0	6	50%
	X	9.9	11.0	12.1	.66	9.7	11.6	1.9	10.5	11.4	.98	10.3	11.98	1.2									
	σ		1.1	.6		1.1	.7		1.2	1.2		.9	.99										
	N		12	7											1								
III - ETV-SUPPORT																					8	54	35%
Learning Center	MEDIAN	9.6	9.75	11.5	.41	8.35	10.2	.53	9.6	10.86	.55	9.3	10.3	.38	49.7	48.5	53.5	49.5	48.5	51.2	0	7	21%
	X	9.4	9.67	10.8	.41	8.76	10.3	.64	9.4	10.6	.6	9.3	10.6	.54	50.3	50.7	51.2	51.2	49.2	50.2			
	σ		1.7	1.3		1.7	1.5		1.6	1.3		1.6	1.2		4	7	4.8	3.2	2.6	3.7			
	N		34	14											4								
Home Study (Urban)	MEDIAN	9.5	11.4	11.7	.3	9.6	11.3	1.85	9.35	10.1	.7	10.3	11.2	.78	46	54	51	52	47	50	2	11	37%
	X	9.5	11.6	11.7	.3	9.9	11.3	1.85	9.8	10.1	.7	10.6	11.2	.8									
	σ		.9	1.4		1.3	.6		1.4	.7		1.2	.4										
	N		6	2											1								
Home Study (Rural)	MEDIAN	9.0	10.7	11.0	.45	8.8	10.6	1.3	9.2	10.55	.58	10.1	10.75	.78	46	51.5	45.5	48.5	42.1	48			
	X	9.1	9.9	10.95	.42	8.7	10.5	1.3	9.0	10.0	.59	9.6	10.6	1.06	45.8	50.8	46.7	49.4	45	47.5			
	σ		1.8	1.5		1.7	1.4		1.7	1.7		1.8	1.5		8.1	6.5	8.6	6.2	6.1	6.2			
	N		27	18											10								
Trad. Class	MEDIAN	9.5	8.9	9.7	1.2	8.8	9.2	1.2	8.3	9.2	1.1	8.75	9.3	1.2	45.7	49.2	49.7	18.2	44	45.9	6	35	37%
	X	9.5	8.7	9.9	1.2	8.9	9.4	1.3	8.4	9.3	1.06	8.7	9.6	1.24	44.9	50.7	49.7	50	43.4	47.6			
	σ		1.6	1.3		1.9	1.3		1.4	1		1.4	1.2		5.7	7.7	6.4	6.5	3.2	4.5			
	N		109	31											11								
V. "Walk-Ins"	MEDIAN N 103	9.8	10.78			9.89			10.76			10.73									?	45	43.6%

Pre- Post-test Gain Scores: Condition I- No ETV and Conditions II and III-ETV Exposure

A 2 x 3 analysis of variance was performed on the gain scores (reading, language, mathematics, and total TABE battery) between students exposed to ETV, Conditions II and III, and those students not exposed to ETV, Condition I, among three support treatments: learning centers, home instruction, and traditional classes.

Condition V, GED walk-ins, will not be analyzed with other conditions because of the use of the CAT as a screening instrument. They have been presented here for visual comparison and to illustrate the extent to which they differ from all other groups. Obviously students are closer to mastery, younger, and more confident--a campaign urging participation in ETV and formal programs with stress upon alternatives which include immediate GED potentials in screening might be appropriate.

All cases were screened carefully for pre- post-test validity. The No-ETV group selected for this analysis was based upon a pre-test cut-off of no lower than the equivalence of the sixth grade to match the ETV group.

Interpretation:

The analysis of variance of the total TABE battery gain scores presented on page 117 includes the mean gain scores (decimal point one place to the right) for each of the groups and the corresponding summaries of each analysis of variance.

TOTAL TABE BATTERY GAIN SCORES

	LEARNING CENTER	HOME INSTRUCTION	TRADITIONAL CLASS	
NO TV	$\bar{X} = 9.7$ N = 81	$\bar{X} = 11.8$ N = 18	$\bar{X} = 10.0$ N = 27	$\bar{X}=10.5$ N=126
TV	$\bar{X} = 5.4$ N = 14	$\bar{X} = 10.6$ N = 17	$\bar{X} = 12.4$ N = 25	$\bar{X}= 9.5$ N=56
	$\bar{X} = 7.6$ N = 95	$\bar{X} = 11.2$ N = 35	$\bar{X} = 11.2$ N = 52	

TTL N = 182

ANALYSIS OF VARIANCE SUMMARY

SOURCE	SUM OF SQUARES	DF	MEAN SQUARES	F
TV-No TV	34.91	1	34.91	.85
Method of Instructor	387.74	2	193.87	4.74 ($P<.05$)
Interaction	245.26	2	122.63	3.00 ($P>.05<.10$)
Error	7450	182	40.93	

Interpretation:

The analysis of variance of total TABE battery gain scores yielded a nonsignificant TV effect, a significant method of instruction effect, and an almost significant interaction effect. These results indicate:

1. There was no real difference in improvement between the two TV groups.
2. Students in the home instruction and traditional class groups improved slightly more than did students in the learning center group.
3. The pattern of improvement across the three methods of instruction tended to be different for the two TV groups. There is little difference in improvement for the three methods of instruction for the No-TV group but in the TV group learning center students improve somewhat less than do home instruction and traditional class students.

Reading

The analysis of variance of reading gain scores yielded a significant TV effect, a significant method of instruction effect, and a significant interaction effect. Results indicate three things:

1. The no-ETV group improved slightly more (less than half a grade) than did the TV group.

2. In terms of method of instruction, the traditional class group improved most, the learning center group improved least, and the home instruction group fell in the middle.
3. The pattern of improvement across the three methods of instruction was different for the two TV groups: the no-TV group, students who received home instruction improved the most while in the TV group, traditional class students improved the most.

The analysis of variance of language gain scores yielded a nonsignificant TV effect, a nonsignificant method of instruction effect, and an almost significant interaction effect. These results indicate:

1. There was no real difference in improvement between the two TV groups.
2. There was no real difference in improvement among the three instructional groups.
3. The pattern of improvement across the three methods of instruction tended to be different for the two TV groups. Notice the same patterns here as with the reading gain scores.

Math

The analysis of variance of math gain scores yielded nonsignificant values for all three effects. The results indicate:

1. There was no real difference in improvement between the two total TV groups.
2. There was no real difference in improvement among the three instructional groups.
3. The pattern of improvement across the three methods of instruction was not different for the two TV groups.

Summary Pre/Post-Test Scores, Condition I-No ETV and Condition II and III

The practical significance of the results of the analysis of variance of gain scores between students who were not exposed to ETV, Condition I, and students who were exposed to ETV, Condition II and III, among the three support treatments is that there really is not much difference (rarely significant or more than half a grade) among the different conditions--support conditions with or without ETV.

The data indicates that ETV TEACHES. ETV TEACHES AS WELL AS ANY OTHER INSTRUCTIONAL METHOD WHEN SUPPORTED BY OR AS A PART OF ANY FORMAL TEACHING/LEARNING SYSTEM.

The findings have been further substantiated by AAEC studies of individually prescribed video tape recordings and study guide utilization of ETV productions in cassette form in learning centers and classrooms.

Teacher-dominated VTR has been demonstrated as an effective teaching/learning system especially as it provides a framework and content for the instructor.

VTR-dominated teacher support has been demonstrated as an effective teaching/learning system and acceptable for certain students particularly those who have not recently been in a person-to-person teacher/student relationship--when the VTR mode of instruction is the initial mode.

The GED

As of June 30, 1975, the AAEC data analysis deadline, EIGHTY-TWO persons (82) had attempted the GED examination. Since that date, an additional FIVE persons have taken the GED bringing the AAEC total to EIGHTY-SEVEN PERSONS (87) or 28.7 percent of the total AAEC population of 303 in ETV conditions.

SEVENTY-NINE (79) persons PASSED the test, 91 percent. EIGHT persons FAILED the test, 9 percent. The GED pass/fail of student in AAEC/ETV conditions has been summarized on the following table.

GED PASS/FAIL RESULTS BY ETV TREATMENT CONDITIONS

Condition	Total #	pre/post tested #	GED #	Total %	pre/post %	Passing #	Passing %	Failing #	Failing %
ETV-No Support	125	59	25	20%	42%	25	100%	-	-
Urban	113	52	19	17%	37%	19	100%	-	-
Rural	12	7	6	50%	86%	6	100%	-	-
ETV-Support	178	65	62	35%	95%	54	87%	8	13%
Learning Center	34	14	7	21%	50%	7	100%	-	-
Home Instruction	35	20	13	37%	65%	11	85%	2	15%
Traditional Class	109	34*(48)	42	39%	*50%	36	86%	6	14%
TOTAL	303	124*(48)	87	29%	70%	79	91%	8	9%

*48 were given the CAT and eliminated in the final data analysis.

One hundred seventy-six persons (176) were pre- and post-tested. Forty-eight (48) were post-tested with the CAT and were eliminated in the analysis. Over 50 percent of those persons pre- and post-tested have already taken the GED examination.

Exit information interviews showed that 97 persons, or nearly 50 percent, of the pre- post-tested population needed or wished to continue in the second KET/GED broadcast series prior to taking the test. Some have already attempted the test since the data analysis date. Others were counseled into additional viewing and study by the AAEC based upon post-test performance.

Still others are "ready" to take the test but have not for a variety of reasons. Some are apprehensive, some cannot afford the cost of testing, some have no transportation, some are frustrated and discouraged by needed but delayed authorizations, e.g. forms authorized one place, screening mechanisms another, and testing still another location.

In the June 30, 1975, analysis of existing data, twenty persons represented the ETV no-support, condition II, population. Sixty-two persons represented the ETV- support, Condition III, with GED examination results.

An analysis of variance between Condition II and Condition III for each of the sub-test scores of the GED and the total battery scores (between groups and within groups) revealed nonsignificance.

EVALUATION

The Appalachian Adult Education Center proposals covering the period, July 1, 1973, through June 30, 1975, were designed to demonstrate a variety of components: community education development, home instruction, and GED strategies. Final reports include evaluation components, reference: introductory section of this report.

The subject of this report, a comparative study of the delivery systems for the GED, placed emphasis upon the KET/GED Preparation Series, in terms of its utilization as a delivery system. The AAEC had absolutely no intent to plan to evaluate the KET/GED series, the series production, content or related software.

The AAEC in the course of the study gleaned considerable evaluative information from students and teachers. Based upon a recognized need for the individualization and placement of students in segments of the production (broadcast) and the software, much of which has been confirmed by teacher/student reactions.

Informal, evaluative information has not been reported in this document. The information, however, has been shared with the producers of the series, KET, and the publishers of related software and distribution of the video tapes, the Cambridge Book Company. The AAEC anticipates that the informal evaluation, when carefully confirmed in the broader use of the system, will assist those responsible for needed revision. Copies of the AAEC informal evaluation will be made available upon request.

NOTE: Potential students contacted by the AAEC were selected as recruitment response and inquiries were received. The most motivated potential students who responded immediately may have tended to skew the AAEC study since the Center had to act upon responses as received in order to meet broadcast dates. Furthermore, the most motivated are also apt to be those with confidence and close to mastery--initial populations in Condition II-ETV-no support reflected,as a group,high mastery on pre-tests.

The AAEC KET/GED Skills Packet, Volume IV of this report, contains notations to the counselor/teacher and student related to program content and difficulties to be anticipated in utilization.

B. Introduction

A Continuation Proposal: *Community Education: Comparative GED Strategies*

The Appalachian Adult Education Center proposes here a continuation of the project entitled: COMMUNITY EDUCATION: COMPARATIVE GED STRATEGIES (ETV, HOME STUDY, LEARNING CENTERS AND JOB SITES), CAREER AND PARENT EDUCATION. The proposal for this project was submitted to the Office of Education in November, 1972, revised March, 1973, funded under Section 309(b) of the Adult Education Act of 1966, P.L. 91 230, and implemented July 1, 1973, through June 30, 1974 (Grant Award OEG-0-73-5212, Project Number V 324067). Continuation of the project through June 30, 1975, was projected.

The Appalachian Adult Education Center

The Appalachian Adult Education Center (AAEC) is located on the campus of Morehead State University, Morehead, Kentucky, and is part of that university's Bureau of Research and Development. The center was established in July, 1967, through cooperative university efforts and funding from the Adult Education Act. The activities and accomplishments of the Center were described in the section above, "Evaluative Criteria."

Proposal Abstract

The Appalachian Adult Education Center, in the conduct of the continuing project "Community Education: Comparative GED Strategies" proposes to effect significant improvement in the efficiency and quality of adult education throughout the nation as a result of demonstration projects generated through interagency cooperation with special focus upon eastern Kentucky and portions of Appalachia; to test methods of GED preparation in rural and urban sites; to develop and expand two rural and two urban family learning centers, i.e., community schools with home study components which are to be units of the GED study and demonstration projects; to continue technical assistance to local, state, and national adult education and interagency programs.

Delivery systems for preparation for the high school equivalency examination are being designed and organized under the current (F.Y. 1973-1974) grant award, for comparison in F.Y. 1974-1975. Comparisons will be made among three major categories: ETV alone, ETV plus supplemental personal contact support programs, and personal support programs alone without

ETV. Support systems to be compared include personal instruction provided in classrooms, in learning centers, in the home with the aid of paraprofessionals and volunteers, in public libraries, and by telephone.

Interagency Cooperation

An important aspect of the total AAEC effort in the conduct of this continuation proposal is the capacity to focus multiple resources and funding from a variety of agencies concerned with service to educationally deficient adults. These agencies include (1) Community Based Right to Read projects, (2) the Bureau of Libraries and Learning Resources, (3) Kentucky Educational Television (KET), and (4) the Adult Education Unit of the Kentucky State Department of Education.

Right to Read. The Center administers six Appalachian Community Based Right to Read projects under the national Right to Read Program. These sites will be involved in the proposed study.

Bureau of Libraries and Learning Resources. Under the auspices of the Bureau of Libraries and Learning Resources, the AAEC is currently conducting demonstration projects in seven states (The Interrelating of Public Library and Basic Education Services for Disadvantaged Adults) and is conducting training projects in four of the seven states (Training Public Libraries in Services to Disadvantaged Adults). These demonstrations focus on the coordination of services between public libraries and adult education programs for improved services for disadvantaged adults. The Kentucky and Ohio public library demonstration sites are to be directly involved in the proposed activities.

Kentucky Educational Television. The resources and cooperation of KET are central to one of the three major categories of comparison, the GED preparation series. KET will provide program production, program promotion, and state-wide broadcast of an original preparation series.

Adult Education Unit, Kentucky State Department of Education. The Adult Education Unit has cooperated in the identification, development, and operationalization of project sites in Kentucky. The Kentucky State Director of Adult Education is mobilizing state adult education leadership in support of the ETV/GED series and those elements essential to the AAEC comparative study.

The remaining sections of the "program narrative" follow the outline of the proposal guidelines. The major sections and their subdivisions are:

(1) OBJECTIVES AND NEED FOR THIS ASSISTANCE;

(2) RESULTS OR BENEFITS EXPECTED;

(3) APPROACH;

(4) GEOGRAPHIC LOCATION;

(5) ADDITIONAL INFORMATION: PROJECT PERSONNEL AND ACCOMPLISHMENTS TO DATE;

B. and C. Projections of Accomplishments; Data to be Collected; Methodology

The following sections describe the projected activities, their schedules and sites, design of the AAEC study, data and instrumentation, and guidelines and utilization model for the ETV/GED series.

General Design

The design of this study provides for the comparison of three different types of delivery systems for GED preparation programs: (1)ETV alone; (2) ETV plus a personal contact, supplemental training, support program; and (3) a support program alone, without ETV. The design includes a group of students attempting the GED test without any formal preparation.

These three delivery systems will be compared in terms of the demographic and individual characteristics of the students, in terms of GED attainment and/or academic skill gain, and in the interaction between these two factors.

Student Characteristics	Pretest	GED Preparation	Post-test
X	X	ETV Alone	X
X	X	ETV Plus Support	X
X	X	Support Alone	X
X		None	X

Table 2 presents a brief description of each of the thirteen specific delivery systems, their program involvement, and the location of each.

Population

The student population will consist of out-of-school adults who have not attained a high school diploma and whose academic functioning is at the seventh-eighth grade level or higher. Applicants not yet ready for the GED level of study will be counseled to a more appropriate level of ABE.

TABLE 2
DELIVERY SYSTEMS

Delivery Systems	Community School	Community Based Right To Read Center	Tentative Site
1. None (no GED preparation)			Kentucky
2. ETV Alone			Kentucky
ETV Plus Support			
3. ETV with Home Study Support—Rural	X	X	Rowan/Floyd/ Montgomery Counties, Kentucky
4. ETV with Home Study Support—Urban	X		Owensboro, Ashland, Lexington, Kentucky
5. ETV with Classroom Support on a Job Site (possibly WIN)	X		Ashland, Louisville, Owensboro, Lexington, Kentucky
6. ETV with Learning Center Support			Owensboro, Louisville, Lexington, Rowan Co., Kentucky
7. ETV with Telephone Support			KET, Rowan County, Kentucky
8. ETV with Library Support			Floyd County, Kentucky
Support Alone			
9. Learning Center Alone	X		Huntsville, Alabama and Other
10. Traditional GED Preparation Class Alone			Booneville, Mississippi and Other
11. Home Study Alone—Rural	X	X	Pike County, Ohio
12. Home Study Alone—Urban	X		Huntsville, Alabama and Other
13. Library Alone			Birmingham, Alabama and Other

1. NO TREATMENT

This control group consists of adults who attempt the GED test without any formal ABE preparation of any kind. Administration of a background questionnaire and the TABE, along with the GED, will provide baseline data on the characteristics of people attempting the GED without formal study, their functioning level of academic achievement at the time they take the test, and their performance on the GED. N will be at least 40, with a larger sample being sought:

2. ETV ALONE

Students in this sample will have relied entirely on the ETV program in preparing for the GED test. KET will provide students' names as they enroll for software. Students will then be interviewed and pretested at the start of the ETV program, then later followed up, and a post-test TABE will be given to those who do not complete the GED within the fiscal year. Because of the lack of personal contact in this condition, substantial attrition may occur. Extensive initial samples, both urban and rural, will therefore be selected to provide a total of at least 100 students completing the ETV series.

3. and 4. RURAL AND URBAN
COMMUNITY EDUCATION
COMMUNITY BASED RIGHT TO READ

Four community schools, including learning centers, are being developed in F.Y. 1973-1974: two urban and two rural. From each of the learning centers the AAEC will provide two trained paraprofessionals who will offer home study support programs (coordinated with the ETV series) to forty adult participants at each site. Each paraprofessional will have a professional resource teacher to turn to for help. Community schools include a community based Right to Read Center. Full data will be collected for all students. Training of the professionals and paraprofessionals will occur in F.Y. 1973-1974.

5. ETV WITH CLASSROOM SUPPORT ON A JOB SITE
COMMUNITY EDUCATION

In conjunction with the urban community school, a teacher will be assigned to a traditional GED preparation class held on a job site, probably an industrial site. Hopefully, 40 participants will be involved in the classes which will be coordinated with the ETV series. Employers will be invited to help in the guidance of the community school to encourage commitment to employee upgrading. As with the other modules, pretest data in F.Y. 1973-1974, post test data in F.Y. 1974-1975 and demographic data in F.Y. 1973-1974 will be collected. Teacher training is taking place in F.Y. 1973-74.

6. ETV WITH LEARNING CENTER SUPPORT

The effect of individualized support of an ETV series through an adult learning center will be studied. Fifty participants of an urban adult learning center will be encouraged to view the ETV series with support from the learning center. Staff training is taking place in F.Y. 1973-1974.

7. ETV WITH TELEPHONE SUPPORT

In the counties surrounding the AAEC's home county in Kentucky, Rowan County, telephone support through the Adult Learning Center at Morehead State University will be offered to those who sign up for the ETV series. A sample size of 50 is planned. Staff training is being accomplished in F.Y. 1973-1974.

8. ETV WITH PUBLIC LIBRARY SUPPORT

Print and nonprint back-up materials to the ETV series will be available in the public library. Public librarians will be familiarized with both the instructional and coping skills materials in F.Y. 1973-1974. Pre- and post-test and demographic data will be collected for those ETV registrants signing up for help from the library. This support will be provided in Floyd County, Kentucky, where the AAEC has a continuing project interrelating ABE and public library services.

9. LEARNING CENTER ALONE
COMMUNITY EDUCATION

Client progress in GED preparation through an urban adult learning center without the ETV series will be studied, possibly using the new Educational Development Laboratory GED-preparation materials, the Research for Better Schools' Individualized Learning for Adults, and Saskatchewan New Start materials as a part of this program. The adult learning centers will be a part of an urban community school which will be developed in F.Y. 1973-1974. One stationary and one mobile center will be involved in this module. TABE and demographic data will be collected in F.Y. 1973-74 and F.Y. 1974-75. This module will piggy-back the proposed Huntsville 309 (b) project, rather than duplicating that project. (N=50) Training in F.Y. 1973-74.

10. TRADITIONAL GED PREPARATION CLASS ALONE

Client progress in GED preparation through a traditional rural classroom without exposure to the ETV series will be compared with the other delivery systems. The instruction will be content-oriented rather then skill-oriented as is true of most traditional GED preparation classroom instruction. TABE and demographic data will be collected in F.Y. 1973-74 and F.Y. 1974-75 (N=30).

11. and 12. HOME STUDY ALONE–RURAL AND URBAN COMMUNITY EDUCATION
COMMUNITY BASED RIGHT TO READ CENTER

Two community schools, one urban and one rural, are being developed in F.Y. 1973-74. GED preparation in homes without the Kentucky ETV will be offered by successful ABE/GED students, indigenous to the local sites, trained as paraprofessionals and/or volunteers, and supported by professionals in community school family learning centers. The AAEC has had startlingly successful experience with the extension of home study service provided by paraprofessionals to the rural stationary poor. The rural community school will include a community based Right to Read Center. TABE and demographic data will be collected in F.Y. 1973-74 and F.Y. 1974-75. This module will also piggy-back the proposed Huntsville 309 project rather than duplicating that project. Training is occuring in F.Y. 1973-74.

13. PUBLIC LIBRARY ALONE

Public libraries will be contacted. Materials for GED preparation will be added to the collection. Familiarization in the materials will be given to librarians in F.Y. 1973-74. Pre- and post-test and demographic data will be collected in F.Y. 1973-74 and 1974-75 for those adults signing up with the library to prepare independent study for the GED.

SUPPORT ACTIVITIES

All groups will be offered career and parent education as well as supportive or referral services as indicated by need, except groups 1 and 2, the no treatment and ETV groups, where there will be no personal contact.

Data and Instrumentation

Three major categories of data will be generated by this study: data on student characteristics, on the nature and extent of GED preparation activities, and on academic skill achievement.

Student Characteristics. Data on student characteristics will be obtained by a questionnaire and interview administered at the outset of GED preparation. Information will be collected on standard demographic variables, educational and work history, and reasons for enrollment in the GED program. For students in the ETV conditions, particular attention will be paid to the role of ETV in recruitment into adult education and in preparation for the GED.

GED Preparation Activities. Information will be sought both on the amount of time spent in studying for the GED and on the content or skill areas in which the study time is spent. Such information is automatically and routinely generated in the support programs. Students engaged in the ETV programs will be asked to keep a careful log of both their ETV viewing and of their independent work in the associated ETV software.

GED Attainment and Skill Gain. The primary criterion of this study is passing the GED test and thus the primary data will be the five standard scores on the GED for all students who take the test. The criterion of an average score of 45 with no single score below 35 will be used. Upon entering GED preparation, all students will take the California Test of Adult Basic Education (TABE) Level D. TABE results will serve three purposes: (1) to counsel students about the appropriateness of GED study; (2) to provide a diagnostic basis for individually prescribed GED study programs; and (3) to provide a pretraining benchmark measure against which to reckon gain. On an individual, voluntary basis, equivalent forms of the TABE will be used later to determine readiness for the GED test, using the general ABE observation that TABE achievement at the 10.5 grade level indicates high likelihood of passing the GED in the corresponding area.

Because of differences in entry level, study time, and learning rate, some of our students will not be ready for the GED test at the time their GED study program or our experimental observation period ceases. In such cases, a parallel form of the TABE will be administered at the close of the study to measure the academic skill gain in the areas of reading comprehension, arithmetic, and language, i.e. progress toward the goal of a 10.5 level and/or GED passing.

Analysis

The principal analyses of these data will be made in terms of comparisons among the three major categories of delivery systems. Analyses will be organized in terms of what kinds of differences there are, if any, between these three kinds of delivery systems in terms of:

1. *Characteristics of participant students.* Do different kinds of delivery systems enroll students with different kinds of educational needs, at different points in their career trajectory, or who differ substantially in their skill level at entry?

2. *Retention of Students in the Program.* Do delivery systems differ in their drop-out rates? What kinds of delivery systems are most effective in retaining what kinds of GED students?

What program components do students use most and report as most helpful in their study? Which program components are self-contained and sufficient in themselves for GED preparation and which components require what kind of external supplementation?

3. *GED Attainment and Skills Gain.* Do the different types of delivery systems differ in the proportion of students passing the GED who start at different levels?—–Or in the time needed to reach that goal? Are there specific combinations of kinds of students and kinds of delivery systems which produce particularly large or small amounts of gain? Are these delivery systems equally effective across the board or are they peaked in their effectiveness for students at a particular ability and skill level?

Table 3
SUMMARY: POPULATION, DESIGN, RESOURCES, AND SCHEDULE

	Experimental Condition	* Sample Size	Instruction	Data Pre-test	Data Post-test	Resources Required	Period of Observation
CONDITION V	No treatment	50 urban 50 rural	No formal instruction "Walk-ins"	None	Profile CAT -- ~~TABE~~ -- GED	GED Examiner	February; 1974-May, 1975
CONDITION II	ETV Alone	50 urban 50 rural	ETV	Profile TABE	Interview (TABE) GED	ETV Grad. Students GED Examiner	In KY: Pre-test Post-test Cycle 1 July-Sept. '74 Feb. '75 Cycle 2 Feb. '75 May '75 Irregular Entrants Oct. '74 - April '75 Up to May '75
CONDITION III	ETV plus Personal Contact Support	 50 25 25 40 50 40	ETV & IPI in: Learning center Home study, urban Home study, rural Library Class Telephone	Profile TABE	Interview (TABE) GED	ETV & IPI & Instructors	All in KY: Pre-test Post-test Cycle 1 July-Sept. '74 Feb. '75 Cycle 2 Feb. '75 May '75 Irregular Entrants Oct. '74 April '75 Up to May '75
CONDITION I	Personal Contact Support Alone	 50 25 50 40	IPI in: Learning center Home study Classroom Library	Profile TABE	Interview (TABE) GED	IPI & Instructors	Outside KY Pre-test Post-test Feb. '74-75 Mar. '74 May '75 Inside KY Feb. '74- Sept. '74 Mar. '74- Sept. '74

*Sample size under several experimental conditions will be over-sampled to account for and compensate for expected attrition.

CONDITION IV	Teacher/Class Room Dominated VTR	Field Test ETV IPI System	Profile TABE	Interview (TABE)	Video Tape Instructors	New York New Jersey Kentucky	Apr-May '75

APPENDIX B

MASTER DEMOGRAPHIC DATA FORM
Adult Education Comparative Analysis
Morehead State University

Interview Information

Site Location: ________ **Interviewer:** ________ **Date:** ________

Student's Name: ________ **Age:** ____ **Sex:** M ☐ F ☐ **Race:** W ☐ B ☐ O ☐

Address: ________ Street City State Zip Code **Phone:** (area code) ________

Marital Status: *Single* ☐ *Married* ☐ **Size of Household:** 1 2 3 4 5 6 7 8 9 10+

Employment Status: *Employed* ☐ *Unemployed* ☐ *Housewife* ☐

Family Income: *Less than $4500* ☐ *$4500–$6500* ☐ *More than $6500* ☐ **Public Assistance:** *Yes* ☐ *No* ☐

Recruitment: *Radio* ☐ *TV* ☐ *Newspaper* ☐ *Person* ☐ *Other* ☐ ________

Student's Goal: *GED* ☐ *Job* ☐ *Other* ☐ ________

Last Grade Completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 13+

TABE Level: ____		*Reading*	*Math*	*Language*	*Total*
Pre-test	*Date*				
Post-test	*Date*				
Gains:					

Total Student Study Hours ________ **Total Instructional Hours** ________

GED Test: *Not Attempted* ☐ *Attempted* ☐ *Passed* ☐ *Failed* ☐

Location of Testing Center ________

Scores	*English*	*Soc. Studies*	*Science*	*Literature*	*Math*	*Average*

Exit Information:

☐ *Continuing in Program*
☐ *GED*
☐ *Job*
☐ *Health*

☐ *Lost Interest*
☐ *Moved*
☐ *Other*
☐ *Missing*

AAEC Comparative GED Strategies
Master Demographic Data Form

INSTRUCTIONS TO THE INTERVIEWER

Interview Information

Enter your Site Location in the first blank (Montgomery County, Ashland, etc.).

Enter your name and the date.

Student's Name

Enter student's name, last name first.

Age

Enter student's age.

Sex

Check M or F.

Address

Enter student's complete address: street or box number, town, state, and zip code. If the mailing address is different from the home address, put both.

Phone

Enter the student's phone number (including area code) or number where the student can be reached. If none, write "no phone" in the blanks.

Marital Status

Check *Single* or *Married*. Consider divorced people single.

Size of Household

Check the number of people living regularly in the student's home, including the student.

Employment Status

Check *Employed, Unemployed,* or *Housewife.* Check only one block. Check *Employed* if the student is employed part-time, temporarily, or with a social action program such as WIN, NYC, etc.

Family Income

Check one block for the student's family income per year.

Public Assistance

Check *Yes* if the student's family receives any form of public assistance.

Recruitment

Ask how the student first heard about the program: *Radio, TV, Newspaper, Person,* or *Other.* Check only one block.

Student's Goal

If the student's reason for enrolling in the program was to pass the GED,check *GED.* If the student's reason is job-related (to get a job or a job promotion) check *Job.* If *Other,* write the reason in the blank.

Last Grade Completed

Check the last grade the student completed in school. Do not count any ABE or other training.

TABE Level D

Pre-test: record the month, day, and year the student took the TABE pre-test. Record reading, math, language, and total scores.

Post-test: record the month, day, and year the student took the TABE post-test. Record reading, math, language, and total scores.

Gains: Subtract pre-test scores from post-test scores in reading, math, language and total to figure student gain. You may get a negative or zero gain.

Number of KET GED Lessons Viewed

Record the number of different GED lessons the student watched. Do not include repeated viewings of the same lesson.

Instructional Hours

Count as instructional hours the total of

(1) hours the student spends watching the GED series, including lessons the student watches more than once; PLUS

(2) hours an instructor spends with the student, including telephone support: PLUS

(3) time the student spends in a learning center or library with an instructor present.

Independent Study Hours

Independent study hours are hours the student spends studying alone not in the presence of an instructor and not watching the GED series.

GED Test

Check *Not Attempted* or *Attempted.*

If *Attempted,* check *Passed* or *Failed* and write the location of the testing center where the student took the GED test.

Record the average GED scores for each section and the total average.

Exit Information

Check only one block.

Check *GED* if student leaves after passing the GED test.

Check *Job* if the student leaves for any job-related reason.

Check *Health* if the student leaves for any health-related reason (including family health, mental or physical).

Check *Moved* if the student moved and did not enroll in another AAEC GED program.

Check *Missing* if you have lost all contact with the student.

Appalachian Adult Education Center
UPO 1353
Morehead State University
Morehead, Kentucky 40351
August, 1974

STUDENT
VIEWING
LOG SHEET

winter show

DIRECTIONS

Fill out this log sheet the first time you watch each program. Circle the date on which you watched each program. Rate each program by putting a check (√) under Excellent, Good, Fair, Poor, or Bad. Under "Hours of Study," put the number of hours you spent studying that lesson after each program.

		Morning Broadcast			Evening Broadcasts											
No.	Lesson Title	Mon. 8AM	Wed 8AM	Fri 8AM	Mon 7PM	Tue 7PM	Wed. 7PM	Thurs. 7PM	Fri. 7PM	Fri 7 30 PM	Excellent	Good	Fair	Poor	Bad	Hours of Study
1	Orientation & Test Taking Skills		Dec. 18		Feb. 10	Feb. 11			Feb. 14							
2	Reading I Main Idea			Dec 20			Feb. 12	Feb. 13		Feb. 14						
3	Reading II Inference	Jan. 6			Feb. 17	Feb. 18			Feb. 21							
4	Social Studies I Government		Jan. 8				Feb. 19	Feb. 20		Feb 21						
5	Social Studies II Economics			Jan 10	Feb. 24	Feb. 25			Feb 28							
6	Social Studies III Anthropology	Jan. 13					Feb. 26	Feb. 27		Feb 28						
7	Science I The Heart		Jan. 15		Mar. 3	Mar. 4			Mar. 7							
8	Science II. The Blood			Jan 17			Mar. 5	Mar. 6		Mar. 7						
9	Science III The Atom	Jan. 20			Mar. 10	Mar. 11			Mar. 14							
10	Literature I Prose Style & Tone		Jan. 22				Mar 12	Mar 13		Mar. 14						
11	Literature II Prose Figurative Language			Jan 24	Mar. 17	Mar. 18			Mar. 21							
12	Literature III Poetry	Jan 27					Mar. 19	Mar. 20		Mar 21						
13	Literature IV Drama & Poetry		Jan. 29		Mar. 24	Mar. 25			Mar. 28							
14	Grammar I Subject Verb Agreement			Jan 31			Mar 26	Mar. 27		Mar 28						
15	Grammar II Subject Verb Agreement	Feb. 3			Mar. 31	Apr. 1			Apr. 4							
16	Grammar III Pronouns		Feb. 5				Apr. 2	Apr. 3		Apr. 4						
17	Grammar IV Pronouns			Feb 7	Apr 7	Apr. 8			Apr. 11							
18	Grammar V Verbs	Feb. 10					Apr. 9	Apr. 10		Apr. 11						
19	Grammar VI Modifiers		Feb 12		Apr. 21	Apr. 22			Apr. 25							
20	Grammar VII Capitalization & Punctuation			Feb 14			Apr. 23	Apr. 24		Apr. 25						
21	Grammar VIII Punctuation	Feb. 17			Apr. 28	Apr. 29			Apr. 2							
22	Grammar IX Spelling		Feb. 19				Apr 30	May 1		May 2						
23	Grammar X Miscellaneous Usage Problems			Feb 21	May 5	May 6			May 9							
24	Math I Fractions	Feb 24					May 7	May 8		May 9						
25	Math II Fractions		Feb. 26		May 12	May 13			May 16							
26	Math III Decimals			Feb 28			May 14	May 15		May 16						
27	Math IV Rounding off Numbers	Mar. 3			May 19	May 20			May 23							
28	Math V Percents		Mar. 5				May 21	May 22		May 23						
29	Math VI Percents & Interest			Mar 7	May 26	May 27			May 30							
30	Math VII Graphs	Mar. 10					May 28	May 29		May 30						
31	Math VIII Angles		Mar 12		June 2	June 3			June 6							
32	Math IX Angles & Perimeters			Mar 14			June 4	June 5		June 6						
33	Math X Circumference	Mar 17			June 9	June 10			June 13							
34	Math XI Algebra		Mar 19				June 11	June 12		June 13						

*No lessons will be broadcast during the week of:
April 14-19—KET will not be on air during this week.

NAME ____________

ADDRESS ____________

TV STATION ____________

AAEC-2

There are some things best done in the privacy of your own home.

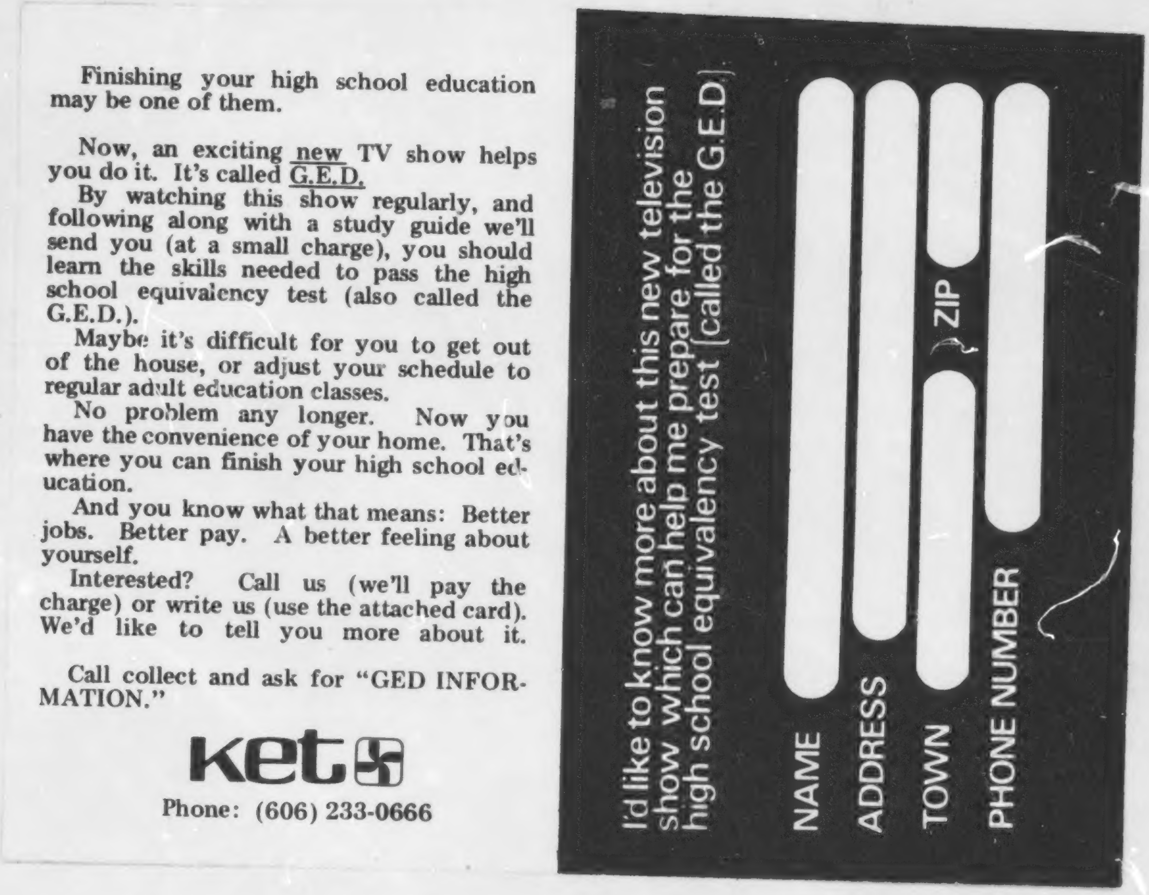
FIRST CLASS
PERMIT NO.
1131
LEXINGTON,
KENTUCKY 40502

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

POSTAGE WILL BE PAID BY

kentucky
educational
television
600 COOPER DRIVE
LEXINGTON, KY. 40502



Finishing your high school education may be one of them.

Now, an exciting new TV show helps you do it. It's called G.E.D.

By watching this show regularly, and following along with a study guide we'll send you (at a small charge), you should learn the skills needed to pass the high school equivalency test (also called the G.E.D.).

Maybe it's difficult for you to get out of the house, or adjust your schedule to regular adult education classes.

No problem any longer. Now you have the convenience of your home. That's where you can finish your high school education.

And you know what that means: Better jobs. Better pay. A better feeling about yourself.

Interested? Call us (we'll pay the charge) or write us (use the attached card). We'd like to tell you more about it.

Call collect and ask for "GED INFORMATION."

ket

Phone: (606) 233-0666

I'd like to know more about this new television show which can help me prepare for the high school equivalency test [called the G.E.D.]

NAME

ADDRESS

TOWN

ZIP

PHONE NUMBER

MAJOR PROMOTIONAL AND RECRUITMENT DEVICE

- Sent home with school children
- Attached in a variety of magazines
- Included with pay checks
- Distributed by social agencies

OBJECTIVE QUESTIONS TO SPSS—STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

1. To determine the difference in characteristics of each group, analyze by treatment condition (4-5), site location (6-7), and total population the following demographic characteristics:
    - Age—report in median
    - Employment—report in percentage
    - Sex—report in percentage
    - Family Income—report in percentage
    - Recruitment—report in percentage
    - Student's Goal—report in percentage
    - Last Grade Completed—report in median

2. To determine the entry skill level of each group, analyze by treatment condition (4-5), site location (6-7), and total population the pretest scores based on TABE.
    - Reading Grade Level—median
    - Math Grade Level—median
    - Language Grade Level—median
    - Total Battery Grade Level—median

3. To determine poverty level, analyze/correlate the percentage of size of household with family income to determine the size of household in each family income category by treatment condition, site location, and total population.

4. To determine the retention of each treatment condition, site location, and the total population, analyze exit information and report each category in percentages. Dropout is defined as all those who leave for reasons other than GED or continuing in program.

5. To analyze the last grade completed for each treatment condition, site location, and total population.

6. To determine what programs were viewed most, determine how many times each person watched each program, determine the rating of each program. Do this according to treatment condition, site location, and total population. (Do also for groups using materials skills packet.)

7. To determine, for persons using skills packet, which programs were self-contained and sufficient by themselves for GED preparation and which programs require additional support and materials.

8. To determine how many persons passed the GED in each treatment condition, site location, and total population according to specific pretest (entry) grade levels (7-13) for reading, math, language, and total battery.

9. To determine the median gain of each treatment condition, site location, and total population according to reading, math, language, and total battery. Gains computed with CAT posttest should be noted and reported separately.

10. To determine the gain of persons at entry grade level of 7-14 in reading, math, language, and total battery according to treatment condition, site location, and total population.

11. To determine the relationship of last grade completed and pretest scores in reading, math language, and total battery for treatment condition, site location, and total population by age at intervals of five years.

12. To determine which treatment condition, site location, produced the greatest total battery gain.

13. To determine the correlation between programs watched and gains in reading, math, language, and total battery for treatment condition, site location, and total population.

14. To determine which recruiting method was used most according to treatment condition, site location, and total population.

15. To determine the number of programs viewed the the following categories, reading (programs 1 through 13), language (programs 14 through 23), and math (programs 24 through 34), and correlate them with the gains of reading, math, language, and total battery for each treatment condition, site location, and total population.

16. To determine the average rating per program for the total population.

17. To determine the median number of instruction hours according to treatment condition, site location, and total population.

18. To determine the median number of independent study hours according to treatment condition, site location, and total population.

19. To determine the average number of times each program was viewed according to treatment condition, site location, and total population.

20. To determine the relationship between pretest scores of reading, math, language, and total battery with the following GED scores: English, reading (social studies, science, and literature), math, and total average score. Correlation done reading with reading, math with math, etc.

21. To determine the relationship between posttest scores of reading, math, language and total battery with the following GED scores: English, reading (social studies, science, and literature), math and total average score. Correlation done reading with reading, math with math, etc.

22. To determine the relationship between CAT posttest scores with GED using the same categories in doing correlations.

23. To determine the correlation between TABE gain scores and CAT gain scores.

24. To determine the difference in gain scores of persons who used ETV alone, and received no help and those who used ETV alone and received help.

25. To determine the percentage of those who had good television reception according to treatment condition, site location, and total population.

26. To determine the number of times each program rated exellent, good, fair, or bad according to treatment condition, site location, and total population.

27. To determine the most popular viewing time according to treatment condition, site location, and total battery.

28. To determine pretest scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery (1) by treatment condition, mean, median, and ANOVA between treatment conditions; and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and no help.

29. To determine posttest scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery: (1) by treatment condition, mean, median, and ANOVA between treatment conditions; and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and ETV no help.

30. To determine gain scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery: (1) By treatment condition, mean, median, and ANOVA between treatment conditions; and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and ETV no help.

31. To determine GED scores by pass/fail for treatment condition and for ETV help and ETV no help.

32. To determine GED scores by treatment condition, mean, median and ANOVA between treatment conditions. Use all GED scores, all tests.

GENERAL EDUCATIONAL DEVELOPMENT

All GED programs are available for preview purposes in each of the following formats: 2" videotape, ¾" U-matic videocassette, ½" cartridge, ½" reel to reel. Previews are limited to 3 tapes per agency. Programs will be broadcast in the following order:

26:08	Orientation & Test-taking Skills	
28:32	Reading I	**Unit I:** Main Idea; Unit 2: Supporting Ideas; Unit 3: Relationships
28:30	Reading II	**Unit 4:** Inference; Unit 5: Author's Point of View; Unit 6: Application of Ideas; Unit 7: Words in Context
28:35	Social Studies I	**Unit 1:** Government; Unit 2: The Constitutional Convention; Unit 3: Principles of the Constitution; Unit 4: The Three Branches of Government
28:29	Social Studies II	**Unit 5:** Economics; Unit 6: Different Economic Systems; Unit 7: The Role of Government; Unit 8: Graphs
28:23	Social Studies III	**Unit 9:** Anthropology; Unit 10: Geography; Unit 11: Map Reading; Unit 12: Sociology; Unit 13: Varying Viewpoints
25:02	Science I	**Unit 1:** The Heart; Unit 2: The Blood Vessels
25:12	Science II	**Unit 3:** The Blood; Unit 4: The Circulatory and Respiratory Systems
26:34	Science III	**Unit 5:** The Atom; Unit 6: Atomic Energy
29:20	Literature I	**Unit 1:** Prose—style and tone
27:00	Literature II	**Unit 2:** Prose—figurative Language
26:42	Literature III	**Unit 3:** Poetry
25:21	Literature IV	**Unit 4:** Drama and Poetry
22:39	Grammar I	**Unit 1:** Subject-Verb Agreement
24:15	Grammar II	**Unit 2:** Subject-Verb Agreement
25:16	Grammar III	**Unit 3:** Pronouns
26:49	Grammar IV	**Unit 4:** Pronouns
22:26	Grammar V	**Unit 5:** Verbs
25:09	Grammar VI	**Unit 6:** Modifiers
27:00	Grammar VII	**Unit 7:** Capitalization
24:44	Grammar VIII	**Unit 8:** Punctuation
28:04	Grammar IX	**Unit 9:** Spelling
23:11	Grammar X	**Unit 10:** Miscellaneous Usage Problems
27:50	Math I	**Unit 1:** Fractions: adding, like and unlike denominators, mixed numbers
28:30	Math II	**Unit 2:** Fractions: subtraction, multiplication, division, Introduction to decimals
25:05	Math III	**Unit 3:** Decimals: addition, subtraction, multiplication, division, equivalents to fractions
24:54	Math IV	**Unit 4:** Rounding off numbers, ratios, proportions, conversions
27:50	Math V	**Unit 5:** Percents: as reduced fraction, expressing a fraction or decimal, changing to a decimal, finding percents
28:32	Math VI	**Unit 6:** Percents and interest: finding percents, finding number, simple interest, compound interest
26:56	Math VII	**Unit 7:** Graphs: bar, line, circle, reading
28:48	Math VIII	**Unit 8:** Angles: complements and supplements, parallel lines and transversals
28:31	Math IX	**Unit 9:** Angles and perimeters: square, rectangle and triangle
28:10	Math X	**Unit 10:** Circumference and area of a circle, volume of rectangle, volume of solids, introduction to Algebra
28:55	Math XI	**Unit 11:** Algebra combining like terms, factoring, multiplying, factoring

The Courier-Journal

BARRY BINGHAM JR.
Editor and Publisher

ROBERT T. BARNARD
Opinion Page Editor

MONDAY, AUGUST 18, 1975. FOUNDED 1826.

Opinion

Report on future of KET shouldn't languish on shelf

KET filming an art class

STUDIES AND REPORTS by blue-ribbon citizen groups often are announced with fanfare, then tucked away on a shelf. But all Kentuckians concerned about educational betterment and refinement of a constructive alternative to commercial television shouldn't allow this fate to befall a recent study on the future of Kentucky Educational Television.

It may seem ironic that 17 years after a statewide television network was proposed, and seven years after KET began broadcasting, there still should be discussion about the fundamental role public educational television should play in this state.

But such is painful reality. As the citizen commission headed by retired Army General John Hay of Cadiz concluded, KET has "only scratched the surface" of its potential usefulness to Kentucky's schoolchildren and the citizenry in general. The statistics are discouraging.

Of the more than 30,000 classrooms in Kentucky elementary and secondary schools, only one-third have TV sets and antenna equipment. Most of those are in Jefferson County. Likewise, only about one-third of the Kentucky households capable of receiving the KET signal actually view its programming with any regularity. As the commission report notes, that means some 68 per cent aren't taking advantage of a service paid for with tax dollars.

The problem lies with the lack of funds to do the job expected of the network. South Carolina and Maryland, for example, are two states of comparable size and resources, and both spend two to three times KET's current $3.8 million budget — an annual expenditure that includes $619,930 for debt service.

More funds for equipment, staff and programming won't automatically assure better quality cultural or public affairs programs, or an audience for the show. But the strong, consistent support that KET has received over the years does indicate that more viewers could be reached if the network's programming were more diversified.

Expanding school use

More important, though, is the educational arm of KET; and it is here that the state network can most definitely be helped by an injection of new funds — not only to produce more educational programs (especially on the high school level), but to place enough equipment in the schools so that the programs can be used.

While the concept of educational television is open to legitimate debate, especially in such a system as Jefferson County's, where televised instruction is an integral part of the curriculum, ETV can be an enormously valuable tool in enrichment programs and in vocational and continuing adult education.

Too often in the past, requests for KET funds have taken a backseat in the state government budget process because they had to compete with the elementary and secondary schools' Minimum Foundation Program.

Because of this unfortunate competition, and because the state Board of Education itself is the license-holder for KET, the citizen commission recommended that part of the network's annual budget include an allocation equal to 2 per cent of the Minimum Foundation Program.

That's a useful recommendation for two reasons. First, it assures the network a stable budget for planning long-range development of quality educational programs. Second, the proposal has the advantage of drawing on the lobbying power of Kentucky's education establishment. When school officials go before legislative committees and the governor's representatives seeking more dollars for schools, they in effect will also be lobbying for KET.

While funds pegged to the level of education funding should be limited exclusively for educational use, it would be equally useful if the Kentucky General Assembly could develop some long-range funding mechanism (similar to proposals now before the Congress) to better insulate KET from political pressure on controversial public programming.

Ambitious goals

The legislature, as it considers the KET commission report, will want to consider, however, whether 2 per cent is the appropriate percentage relationship KET programming should have to the Minimum Foundation Program. The concept is good, but the legislature should consider whether anticipated large increases in education budgets may give KET more than it actually needs.

The commission report also makes some strong recommendations about expanding the use of televised instruction in Kentucky's colleges and universities, and about the unquestioned need for more public service programming aimed at women, minorities, and professional training for teachers, doctors, lawyers and the like.

All told, the commission has outlined ambitious goals for public educational television in Kentucky. The spending needs for the next biennium alone total nearly $15 million in new equipment and programs; and the KET authority has already approved a tentative $29.2 million for the 1976-78 fiscal years. But more than a shopping list, the figures demonstrate just how far the state is from realizing a 17-year-old dream.

At the very least, if budget pressures dictate that the commission report's full recommendations cannot be realized this coming biennium, the legislature and the next governor should make clear their intentions not to let this valuable report sit on the shelf but spell out a definite timetable for making KET of maximum use to the entire state.

THE COURIER-JOURNAL & TIMES, SUNDAY, FEBRUARY 23, 1975 · B 11

Panel told public TV is vital education tool

By RICHARD WILSON
Courier-Journal Staff Writer

LEXINGTON, Ky. — A citizens' commission studying the future of the Kentucky Educational Television (KET) network was told yesterday that public television can help to overcome many of the state's educational shortcomings.

Three educators told the commission that more educational services are needed for Kentuckians.

The educators, citing 1970 census figures, gave the commission a statistical summary of unmet educational needs. Dr. Jim Peyton, a commission consultant, said that more than one million of the 1.7 million Kentuckians over age 25 have not completed high school.

Peyton, who recently resigned as coordinator of educational research for the state's Legislative Research Commission, said that many of these adults could earn highschool-equivalency certificates through the KET network's General Educational Development (GED) series.

He also said that KET could provide additional programming for preschool children and the 63,433 Kentuckians between the ages of 7 and 17 not in school.

Dr. John Stephenson, a University of Kentucky sociologist, told the commission that Kentucky's median level of education increased from 8.7 to 9.9 years between 1960 and 1970. Meanwhile, said Stephenson, the national median jumped from 10.6 to 12.1 years during the same 10 years.

"This shows that we're not catching up," he added.

("Median" refers to a value below and above which there are an equal number of values. It differs from an "average," which is arrived at by finding the sum of a given number of unequal figures and dividing the sum by the number of figures.)

Stephenson, also UK's dean of undergraduate studies, said more high-school graduates are entering the job market increasing the market for televised instruction.

Stephenson said he also sensed an educational gap in culture and the arts in the states. He cited a survey of new freshmen conducted annually by the American Council of Education that showed fewer UK freshmen are visiting museums and art galleries.

Dr. Ann O'Roark, chief assistant to Dr. Lyman Ginger, secretary of Kentucky's Education and Arts Cabinet, said educational TV could help fill cultural gaps.

Stephenson, a member of a state Council on Public Higher Education group studying higher education's use of television, also told the KET commission that educational needs are greater in some parts of the state than in others. Eastern Kentucky, which lags behind the real could be helped by increased use of educational television.

Stephenson said that in Whitley, Wolfe, Harlan and Perry counties households owning TV sets has increased from 58 to 93 per cent between 1961 and 1973.

"It's obvious to me that television has the potential for those (persons) whose access to higher education is restricted for one reason or another," said Stephenson.

Two KET commission members — Donald Bradshaw of Frankfort and Eastern Kentucky University President Robert Martin — said they thought the commission should decide which Kentuckians could be helped most by educational television.

They said that "functionally illiterate" adults — persons with four or less years of education — may not be interested in upgrading their education through TV. (According to the 1970 Census, 160,217 adults, or 9.4 per cent of the state's population over 25, fell into this category.)

Another commission member, George Street Boone, of Elkton, said the state's major concern should be prevention of illiteracy.

The citizens' commission expects to complete its study by July. Its recommendations will go to the KET Authority, and possibly to the 1976 General Assembly.

The seven-year old KET network is headquartered in Lexington. It has 13 outlets throughout the state.

Hong Kong industry in slump

HONG KONG (AP) — About 7,000 electronic industry workers in Hong Kong lost their jobs in 1974 because of economic recession, according to a survey conducted by the Metal Industry Workers' Union.

GENERAL TELEPHONE COMPANY OF KENTUCKY
NEWS 'N VIEWS
2001 Harrodsburg Road, Box 1650
Lexington, Kentucky 40501

Published as a service to provide people with news about General Telephone and to promote a better understanding between the two.

Editor ---------- H. I. Stroth, Jr.

KET program can help Kentuckians finish education

Kentucky Educational Television's (KET) General Educational Development (GED) series, designed to help adults finish high school at home, will be repeated on KET beginning March 21.

The GED series covers the five subject areas—grammar, math, science, social studies and literature—which are on the GED exam. Successful completion of the exam leads to the granting of a high school equivalency certificate.

KET network stations will broadcast the programs at 8 a.m. and 7 p.m. (EST) Monday through Friday, starting March 21. There will be repeats of each program several times during the week.

Persons interested in enrolling for the GED series can obtain more information from local school superintendents' offices, or by writing KET, 600 Cooper Drive, Lexington, Ky., 40502. They can also call KET collect at (606) 233-0666 between 8:30 a.m. and 5:00 p.m. on weekdays. Ask for GED information when calling.

'News'N Views' to be published quarterly

It seems that no matter where we turn, we find that costs have risen. This is true of products for the home and for industry.

Eventually, some belt-tightening must be done. "News 'N Views" is no exception. After this issue, the publication will be distributed on a quarterly basis. Instead of coming with your bill each month, it will be enclosed seasonally.

Highway death toll down in Kentucky

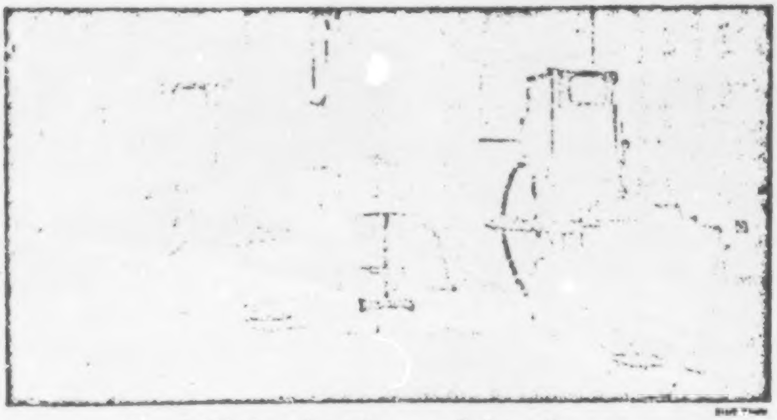
According to initial reports, over 60 percent of Kentucky's 120 counties recorded a reduction in the number of traffic fatalities during 1974.

The report, compiled in mid-January, says 73 counties in 1974 recorded decreases in highway deaths compared to the previous year. However, 33 counties showed increases and 14 counties reported the same totals.

The highway death toll statewide was down 181 in 1974 from 1973 totals.

General Telephone urges you to drive carefully this year so these figures can be reduced even more.

"FOR ALL PRACTICAL PURPOSES, HE'S STILL IN THE GARDEN."



Staff Photo

Over 1,000 Kentuckians have enrolled to take program

B-4 Sunday Herald-Leader, Lexington, Ky., October 13, 1974

KET Is Helping Kentuckians Get High School Education

By J. R. KIMMINS
United Press International

Early enrollment in the most ambitious, and costly series developed by Kentucky Educational Television (KET) indicates a bright future in reducing the approximately one million adult Kentuckians who lack a high school education.

Three weeks ago, KET began broadcasts of a 34-segment color program to prepare viewers to take the General Educational Development Test — passage of which would enable the viewer to receive the equivalent of a high school diploma.

According to KET and State Department of Education officials, over 1,000 Kentuckians have enrolled in the course by paying $7.50 for a guidebook and other aids to help them follow along with the series.

Ron Stewart, KET deputy director, said 35 other state public television networks had expressed an interest in the program. One state, Texas, is showing the program at the same time as KET.

But unlike Kentucky, Texas purchased 12,000 of the guidebooks for free distribution to viewers of the program.

Stewart said some universities out of state had wanted to buy the program on video cassettes, and that KET was distributing them at cost about $2300 for the 34 half-hour color programs.

The series was produced over a two-year span with $441,900 in federal and state money at the KET studios, Lexington.

KET is handling all enrollment in the program, according to state Department of Education officials.

"I wish they would stress the local (school) superintendent angle more than they do," said one state official, "but it looks like it's working as is."

Viewers write into KET to apply to take the series, and are sent a brochure on the TV programs and a form to fill out to order the $7.50 guidebooks.

Other states have developed and broadcast an adult high school TV series with little success.

"People for very good adult reasons and frustrations fall out of the program once they start watching the series," said George Elster, Director of the Appalachia Adult Education Center on the Morehead University campus.

"If you are going to use television, then we need to find out what kind of support systems to keep people in the tube."

Elster is currently conducting an evaluation of the viewers of the KET series to see whether they eventually get their GED after the series is complete in January, 1975. Elster's study is funded with part of a $183,000 federal grant which will evaluate the role of libraries in adult education, various "support systems" to help adults continue their basic education and the effectiveness of "traditional" education, i. e. classrooms, learning centers, etc.

To elicit viewers in the public television series, KET purchased for the first time commercial radio and television advertisements and placed ads in the print media.

To date, these advertisements have drawn some 2,400 inquiries about the series to the KET headquarters in Lexington.

That is the biggest response, except for the publically televised Watergate hearings, that the state-wide network has received from a broadcast or series.

The enrollment figures are not necessarily correct, warn KET officials, since adults can take the course without the aid of one of the expensive guidebooks.

But the numbers are encouraging, particularly when one considers that last year, only 4,173 Kentuckians received their GED.

KET policy-makers figured that television would be the medium to reach those who wanted to get a high school diploma.

The target age for the series is from 16 to 35.

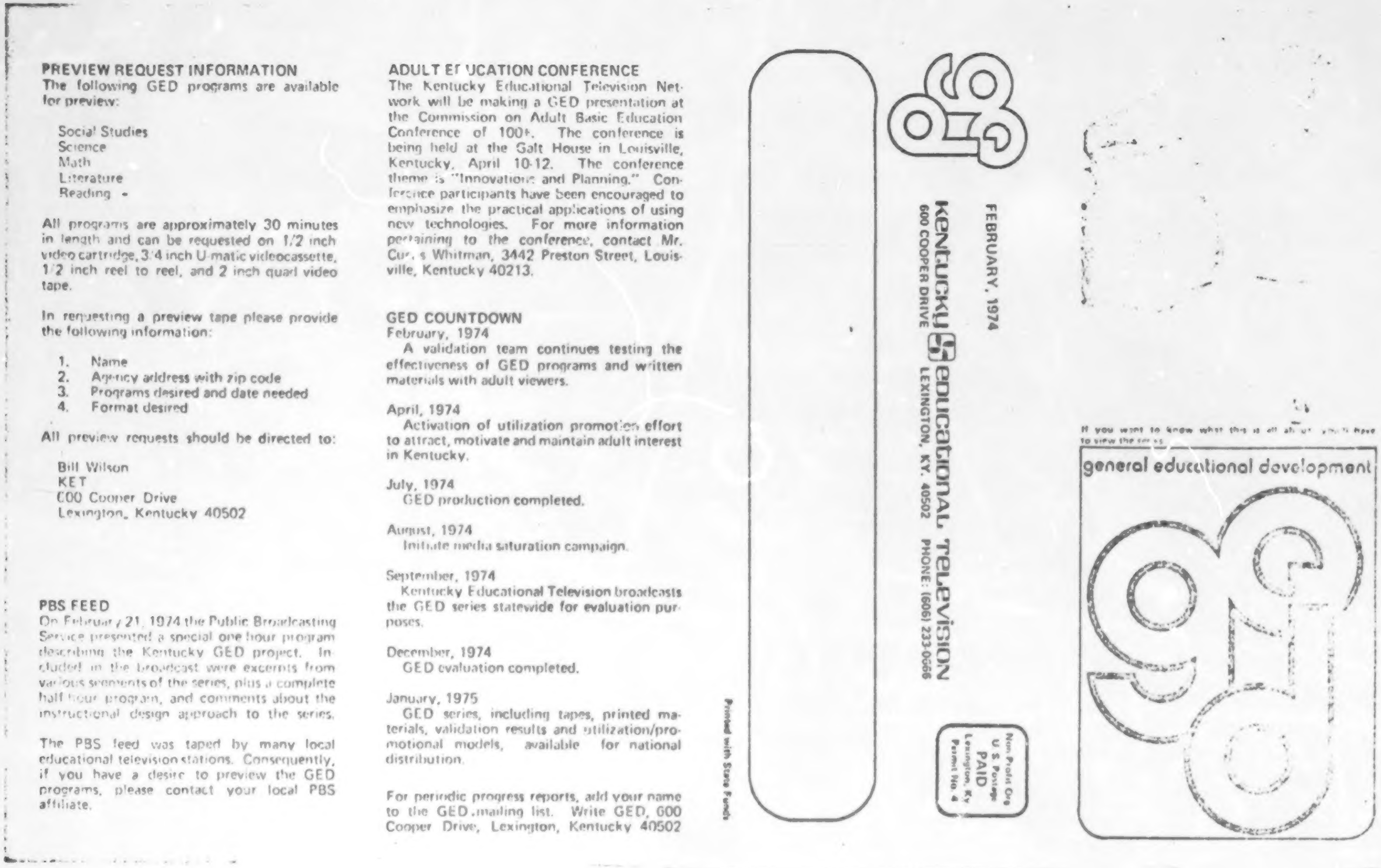
The twice-daily broadcasts of the same program will continue for about three more months. Elster said his evaluation of this first Kentucky broadcast would be due shortly after the first of the year.

KET plans another broadcast of the entire series before the school year is over, then three more accelerated broadcasts during the summer of 1975.

THURSDAY MORNING, SEPTEMBER 19, 1974

THE MOREHEAD NEWS – MOREHEAD, KY.

KET KEYNOTER . . . Morehead State University President Adron Doran is shown delivering the keynote address at "Premiere Night" of Kentucky Education Television's new GED series. The Lexington banquet was used to recognize all agencies and institutions which cooperated in the production of the 34 half-hour programs. KET will air the series, starting Sept. 23, to assist undereducated adults in preparing for the high school equivalency examination.



PREVIEW REQUEST INFORMATION

The following GED programs are available for preview:

Social Studies
Science
Math
Literature
Reading -

All programs are approximately 30 minutes in length and can be requested on 1/2 inch video cartridge, 3/4 inch U-matic videocassette, 1/2 inch reel to reel, and 2 inch quad video tape.

In requesting a preview tape please provide the following information:

1. Name
2. Agency address with zip code
3. Programs desired and date needed
4. Format desired

All preview requests should be directed to:

Bill Wilson
KET
600 Cooper Drive
Lexington, Kentucky 40502

PBS FEED

On February 21, 1974 the Public Broadcasting Service presented a special one hour program describing the Kentucky GED project. Included in the broadcast were excerpts from various segments of the series, plus a complete half hour program, and comments about the instructional design approach to the series.

The PBS feed was taped by many local educational television stations. Consequently, if you have a desire to preview the GED programs, please contact your local PBS affiliate.

ADULT EDUCATION CONFERENCE

The Kentucky Educational Television Network will be making a GED presentation at the Commission on Adult Basic Education Conference of 100+. The conference is being held at the Galt House in Louisville, Kentucky, April 10-12. The conference theme is "Innovations and Planning." Conference participants have been encouraged to emphasize the practical applications of using new technologies. For more information pertaining to the conference, contact Mr. Curtis Whitman, 3442 Preston Street, Louisville, Kentucky 40213.

GED COUNTDOWN

February, 1974
A validation team continues testing the effectiveness of GED programs and written materials with adult viewers.

April, 1974
Activation of utilization promotion effort to attract, motivate and maintain adult interest in Kentucky.

July, 1974
GED production completed.

August, 1974
Initiate media saturation campaign.

September, 1974
Kentucky Educational Television broadcasts the GED series statewide for evaluation purposes.

December, 1974
GED evaluation completed.

January, 1975
GED series, including tapes, printed materials, validation results and utilization/promotional models, available for national distribution.

For periodic progress reports, add your name to the GED mailing list. Write GED, 600 Cooper Drive, Lexington, Kentucky 40502

Printed with State Funds

FEBRUARY, 1974

Kentucky Educational Television
600 COOPER DRIVE LEXINGTON, KY. 40502 PHONE: (606) 233-0666

Non Profit Org
U S Postage
PAID
Lexington, Ky
Permit No. 4

If you want to know what this is all about you'll have to view the series

general educational development

A special brochure used to inform educators

GED PLAYS TO NATIONAL AUDIENCE

[illegible] adult educators and educational [illegible] broadcasters from around the country, have heard key presentations from Ken Warren, GED project director, and his assistant [illegible].

Presentations have been given at the National Association for Educational Broadcasters (NAEB) meeting in New Orleans, Louisiana, the National Association for Public, Continuing and Adult Educators (NAPCAE), [illegible] Texas, and to the National [illegible] Conference in Piney Point, [illegible] presentations have been [illegible] in Santa Fe, [illegible] Ohio and Chicago.

The [illegible] of the presentations has been [illegible] as possible to preview [illegible] of the new series and to peruse [illegible] materials.

[illegible] have been given as part of the [illegible] to acquaint the viewers with [illegible] effective ways of utilizing the [illegible] and the accompanying [illegible]. Ken and Bill have returned from [illegible] with renewed enthusiasm generated by the positive reactions to the series.

[illegible] has the primary responsibility for the [illegible] activities, explains "People [illegible] with what they have seen. [illegible] they feel that the programs will not only be motivating but also will be effective."

Although the GED project has received a tremendous amount of national attention, the main focus in Kentucky at the present time is on teacher training workshops. These workshops already are being planned for learning lab coordinators, adult education instructors, local district school superintendents, community leaders and agency directors from around the Commonwealth. These people represent a vital link in the chain of successful implementations of any adult education program in Kentucky.

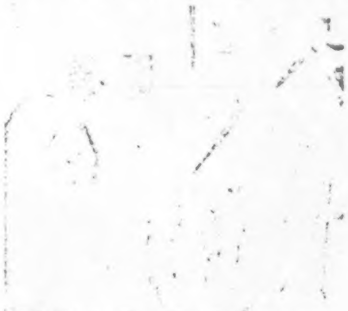
GED VALIDATION

Validation of GED programs in literature, reading comprehension and social studies has been under way since October, 1973. To date, approximately 50 adults have assisted in program testing. Though data is not yet complete, early indications are that the television programs (with accompanying study guide materials) provide positive help to students in the accomplishment of stated objectives.

Comments and evaluations of teachers and students have also been favorable.

A variety of testing sites and clientele has been used: Durrett High School Adult Education Center in Louisville; Blackburn Correctional Complex in Lexington; adult classes at George Rogers Clark High School in Winchester and Mapleton High School in Mt. Sterling.

Also, GED televised programs have been adopted for use in the Eagle Prep adult education program at Ft. Campbell Military Reservation as part of overall GED instruction. This arrangement, in cooperation with Western Kentucky University at Bowling Green, will provide comprehensive validation data on all programs and study guide materials.



Penny Bradley, GED production assistant, left her heart in the studio.

Herbert Molden, Cambridge president, and O. Leonard Press, KET executive director, discuss mixing words and pictures to provide a strong GED series.

CAMBRIDGE TO PROVIDE PRINT MATERIALS

Cambridge Book Company of New York will print all complementary written materials for Kentucky Educational Television's 40 program GED series.

KET Executive Director O. Leonard Press and Cambridge President Herbert Molden met in January to discuss deadlines and distribution systems on a national basis.

'Words' in New York and Kentucky are the same. However, it is sometimes necessary to put them together as Cambridge Editorial and Marketing Coordinator David Hose, GED Editor Sharon Blackburn, and GED Project Director Ken Warren know.

Press said of the KET-Cambridge contract signing, "It combines the latest and most sophisticated GED TV series with the leading book and marketing organization in the country - a combination designed to reach and help more GED students than any previous effort in the 30 year history of GED."

Cambridge, a subsidiary of THE NEW YORK TIMES, will assist in the development of study guides which will provide the critical interactive instructional element.

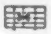
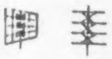
After each unit of instruction during a telecast, students will have an opportunity to complete practice exercises in the study guide. Immediate confirmation or correction will be given before proceeding to the next unit of instruction.

The following is a list of community agencies, civic groups, and businesses that have been contacted by Ann Evans, KET/GED Promotions Specialist. These groups were given print materials (for themselves and to pass on to others) and, at their request, a presentation about the GED series.

Kentucky Chamber of Commerce
Planned Parenthood
Tenant Services and Organization
Begley's Drugs Incorporated
Kentucky Council of Churches
Appalachian Regional Hospital
Kentucky Professional & Business Women
American Baptist Newspaper
Legal Aid
YWCA
YMCA
Kentucky Farm Bureau
Family Counciling Service
Western Recorder News
Kentucky Jaycees
Kentucky Bar Association
Ministerial Alliance
Center of Veterans Affairs
General Telephone (news letter)
Agricultural News
Hunter Foundation
Family Life Specialist
Community Resources
KEA Newsletter
Kentucky School Boards
Church of God
Middle Kentucky River Area Development Center
Eastern Kentucky Concentrated Employment Service
Southern Dollar Stores
Jewish Vocational Services
Department of Public Health
Action Now, Incorporated
Alcohol Relations Commission
National Conference of Chrisitians & Jews
Jewish Social Services
Highlands Community Ministries
Upward Bound
Newburg Area Council (Louisville, Kentucky)
Kentucky Library Association
Transit Authority of River City

In addition, 94 visitations to 59 (adult learning centers, ABE supervisors, vocational-technical schools, community colleges, correctional institutions) different sites have been made by Christie M. Arnold, KET/GED Utilization Specialist. These visits were made in order to inform and garner support for the GED series. Printed materials were provided - in endless supply - and offers of many types of support were given.

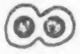
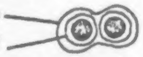
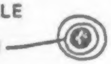
Choosing a UHF Antenna

TYPE	RANGE	EFFECT	PRICE	INSTALLED	COMMENTS
(inside) WIRE LOOP or BOW-TIE	Up to 15 miles †	Usually Marginal	$1-$2	Back of set	Usable only in strong signal areas
COMBINATION VHF-UHF (inside)	Up to 20 miles †	Minimum	$3-$35	Back of set	Beware of fancy expensive gizmos that do nothing
 BOW-TIE (inside)	Up to 20 miles †	Minimum	$3-$10	Back of set	Sits on or near set
(outside) CORNER REFLECTOR BOW-TIE	Up to 20-40 miles †	Better	$8-$15*	$45-$60	Can be attached to existing VHF antenna mast.
HIGH-GAIN UHF (outside)	Up to 40-60 miles †	Good	$10-$30*	$40-$90	Can be attached to VHF mast (UHF only)
COMBINATION VHF-UHF (outside)	Up to 40-60 miles †	Good	$15-$110*	$45-$200	Requires signal splitters. UHF range 1/2 to 1/3 that of VHF
 MULTIPLE BOW-TIE (outside)	Up to 60 miles †	Good	$8-25*	$45-$60	Effective only at some distance from transmitters
PARABOLIC UHF (outside)	Up to 60-100 miles+ †	Best	$20-$200*	$50-$250	Highly directional
ROTOR Rotor on mast Control unit by set	Rotates outside antenna	Usually helpful with any outside antenna	Add $20-$50*	Add $30-$75	Best device for orientation of antenna
Preamp ANTENNA AMPLIFIER Amplifier (booster)	Up to 60 mi. or low signal area	Boosts signal from antenna	Add $15-$50* or more	Add $50-$350	Multiplies effectiveness of antenna

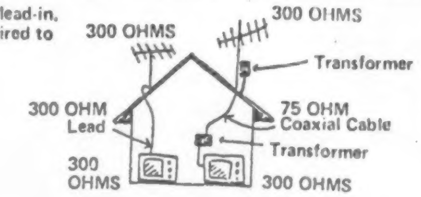
*Add $10-$20 for mounting hardware and lead-in.

† Depending on surrounding terrain and antenna height.

Connecting the Antenna

TWIN LEAD Solid Plastic cover 	300 OHM	3¢-7¢ per ft.	Cheap, but picks up noise and interference like an antenna. High loss of UHF signals. Not recommended.
SHIELDED TWIN LEAD Plastic foam Mylar shield 	300 OHM	10¢ - 15¢ per ft.	Shielded from ghosts or noise. Some loss of UHF. No transformers needed.
COAXIAL CABLE Wire mesh shield 	75 OHM	7¢ - 15¢ per ft.	Best. Requires $2 - $4 transformer at outside antenna and at each television set.

Cut off all extra antenna lead-in. Use only as much as required to do the job.



An antenna system is only as strong as its weakest link. The greatest signal loss usually comes in the lead-in cable. This is especially true of UHF signals. All down-leads should be shielded. Low-loss 75 OHM coaxial cable is the best antenna lead-in (see diagram). (Buy only low-loss coaxial specifically designed for UHF).

APPENDIX D

Dear Sir:

Here are my scores on the G.E.D. test you ask for.

Rec. 3-3-75

I Expression - 51
II Social Studies - 58
III national Science - 57
IV Literary Mat. - 52
V Math - 53

I had anaverage score of 54. I hope this helps you and I would like to thank you and all the people who work at the Learning Center. Everyone has been so nice and helpful to me. If there is any way I can be of help to this program just let me know. I think the work you are doing in education is wonderful.

Thank Again!

Dolores

Lexington, Ky.

Rec. 3-3-75

Dear Mr. Bailey,

My Social Security number is I have received my G.E.D. scores and am sorry to say that I did not pass. My score was 43.6. I am going to study more and try again.

Sincerely
Dan

Bellevue, Ky
41073

Rec. 3-4-75

Lexington, Ky.
Mar. 2, 1975

Dear Mr. Bailey:

You asked that I let you know how my G E D test turned out, so here are the results, test 1-59
test 2-52
test 3-54
test 4-54
test 5- 46
average-53

I received my diploma Friday and can't tell you how happy I feel because I never thought I could accomplish this goal. Thank you so very much and a special thanks to Chris Arnold because if she hadn't Called me I probaly would never have gone on with it. Thank you again for all your help and encouragement.

Sincerely,
Dorcas

STUDENT COMMENTS

1. Ms. L. H. viewed four programs. She stated that because of time changes in northern Kentucky she missed several of the beginning programs. The programs she did watch were too fast for her. She was referred to learning center and library adult education classes. She studied alone.

2. Ms. D. M. viewed three programs, very poor reception, snowy, distorted images. She stated that she plans on taking the GED anyway. She studied alone.

3. Ms. J. B. did not view any programs because of poor reception. She still is interested. Husband has been very ill for past several months. She was told about second cycle and location of learning centers and adult program of Kentucky County Library.

4. Ms. M. B. never completed pretest. Subsequent follow-up revealed she left with male companion, no forwarding address.

5. Ms. M. R. never completed pretest. Reading on D-TABE at the 5.6 grade level. In subsequent follow-up she stated that the program was too fast, and she couldn't keep up. She was referred to other adult programs.

6. Ms. M. D. didn't view any programs. At time of pretest, she was involved in selling her house. She sold her house, moved, and became engaged to be married (husband # 3). She stated she simply was too busy at this time to pursue GED studies.

7. Ms. H. H. had sick husband at time of pretest. She became ill (nervous condition) later and was hospitalized. She stated that she would watch second showing of program.

8. Mr. D. B stated reception was very poor. Didn't watch series plus he was working 11:00 to 7:00 shift and didn't have time. He was referred to other adult education programs.

9. Ms. N. C. stated confusion over time in program scheduling, plus poor reception. They are also moving to Dayton, Ohio. She will not be able to continue.

10. Mr. L. T. was very abrupt. He stated he watched 3 or 4 programs, didn't like them, did not want to be bothered, and hung up the telephone.

11. Ms. A. M. stated she didn't watch because of poor reception. She did use software, claiming they were very helpful. She plans on taking GED and gave verbal permission for AAEC to obtain scores. No date for taking the GED.

12. Ms. J. H. didn't watch first cycle, couldn't receive it on her television receiver. She has recently obtained outside antenna. She plans on watching second cycle.

13. Ms. E. L. viewed all programs and kept log sheet up to date. She will send information along with post-test to AAEC. She plans on taking GED on Tuesday, February 4, 1975. Per telephone call on January 28, 1975, from Alice Clay, it was learned that because of her age (17) the Superintendent of Schools was reluctant to sign application for GED.

14. Ms. K. M. was not able to be reached. She has moved and left no forwarding address. Her sister-in-law states that she did not view program but did take GED at Thomas More. She does not know results.

15. Ms. P. M. did not view program but did take GED. She reviewed material in software prior to GED and claims they were very helpful. She passed GED with avg. std. score of 45.4.

16. Mr. G. L. could not be contacted after several attempts.